Professional Development for Curriculum Implementation

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Alaska Administrative Code

4 AAC 05.080. School Curriculum and Personnel

(a) The curriculum of a local school may be supplemented through the use of correspondence course materials approved by the commissioner. This use is not grounds for shortening the day in session, as prescribed by AS 14.03.040 , for any student.

(b) The governing body of a district shall comply with the statutes and regulations of the state in providing the educational program described in the plan developed under 4 AAC 05.070(a) .

(c) Repealed 6/11/95.

(d) The governing body of a district shall adopt, in the manner required by AS 14.14.100 (a), a curriculum that describes what will be taught students in grades kindergarten through 12. The curriculum

(1) must contain a statement that the document is to be used as a guide for planning instructional strategies;
(2) must contain a statement of goals that the curriculum is designed to accomplish;
(3) must set out content that can reasonably be expected to accomplish the goals;
(4) must contain a description of a means of evaluating the effectiveness of the curriculum; and
(5) may contain a description of the extent to which the local goals accomplish the state goals set out in 4 AAC 04.

(e) The governing body of a district shall provide for the systematic evaluation of its curriculum on an ongoing basis with each content area undergoing review at least once every six years. This requirement does not relieve a school district of the independent annual planning and evaluation requirement imposed by 4 AAC 05.070.

(f) The governing body of a district shall provide for the annual assessment of academic progress made by students in attendance in the district using a test, administered at appropriate grade levels, that is appropriate for the grade tested, and that is designed to assess student skill level or achievement in at least reading and mathematics. The test required by this subsection must be approved by the commissioner before it is administered for the first time.

(g) The governing body of a district shall ensure that each school provides the educational program described in the plan developed under 4 AAC 05.070(a) and the curriculum required by this section

Curriculum Survey

Directions: Please complete a separate survey for each of the following contents areas that you teach: language arts, math, science, social studies.

1. What content area are you completing this survey for: check one

_____language arts ____math ____science ____social studies

2. What grade level(s) do you teach this in this content area? Check all that apply.

__K __1 __2 __3 __4 __5 __6 __7 __8 __9 __10 __11 __12

3. I have the necessary materials to effectively teach this content area.

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

4. The current program/curriculum adequately covers the various skills needed in this content area (i.e. computation, problem solving, decoding, comprehension).

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

5. The current program/curriculum provides adequate opportunities for differentiation (meet the needs of high and low learners).

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

6. The current program/curriculum provides adequate supplemental resources.

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

7. I received adequate professional development in order to effectively implement this program/curriculum.

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

8. I feel confident using the assessment components of the program/curriculum.

1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

9. If there is one thing in which you would like additional professional development in the use of this curriculum or the materials, what would that be?

10. If there is one thing you would recommend toward improving implementation of this curriculum or these materials in our district, what would that be?

Example Survey for Everyday Math

Directions: Please provide the following information so that we know how best to support you in the implementation of the Everyday Math program (EDM).

1) I feel confident in my ability to teach math using EDM.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

2) I have the necessary materials to effectively teach math with EDM.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

3) I have adequate time in my schedule to teach EDM.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

4) I have received adequate professional development/ training for EDM.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

5) I know the number of lessons I am supposed to complete each quarter.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

6) I am "on pace" to cover an adequate number of EDM lessons this year.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

Please rate how frequently you do each of the following:

7) Post GLEs / I can statements in my classroom for math lesson.
1= never 2= occasionally 3= frequently 4= always

8) Do Mental Math and Math Message regularly as part of my math lesson.
1= never 2= occasionally 3= frequently 4= always

9) Have students use manipulatives as part of my math lesson.
1= never 2= occasionally 3= frequently 4= always

10) Use the student journals as part of my math lesson.
1= never 2= occasionally 3= frequently 4= always

11) Incorporate writing/reasoning prompts to demonstrate understanding.
1= never 2= occasionally 3= frequently 4= always

12) Conduct formal, periodic records of progress (i.e. unit assessments).
1= never 2= occasionally 3= frequently 4= always

13) If there is one thing in which you would like additional professional development for the use of EDM, what would that be?

14) **If there is one thing you would recommend toward improving implementation of the EDM in our district, what would that be?**

Example Survey for Saxon Math

Directions: Please provide the following information so that we know how best to support you in the implementation of the Saxon math program.

15) I feel confident in my ability to teach math using Saxon.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

16) I have the necessary materials to effectively teach math with Saxon.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

17) I have adequate time in my schedule to teach Saxon.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

18) I have received adequate professional development/training for Saxon.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

19) I know the number of Saxon lessons I am supposed to complete each quarter.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

20) I am "on pace" to cover an adequate number of Saxon lessons this year.
1= strongly disagree 2= somewhat disagree 3= somewhat agree 4= strongly agree

Please rate how frequently you use of each of the following component of the Saxon program:

		1 = Never	**2 = Occasionally**	**3 – Frequently**	**4 = Always**
21)	**Fact Practice**	1	2	3	4
22)	**Mental Math**	1	2	3	4
23)	**Problem Solving**	1	2	3	4
24)	**New Concept**	1	2	3	4
25)	**Lesson Practice**	1	2	3	4
26)	**Mixed Practice**	1	2	3	4
27)	**Assessments**	1	2	3	4
28)	**Supplemental Practice**	1	2	3	4
15)	**Investigations**	1	2	3	4
16)	**Adaptation materials**	1	2	3	4
17)	**Vocabulary list**	1	2	3	4
18)	**Online materials**	1	2	3	4

29) If there is one thing in which you would like additional professional development for the use of Saxon, what would that be?

Agenda for Curriculum Professional Development

Creating a Pacing Guide

Location:
Dates:
Time:
Facilitated by:

Objective: Create a paging guide to cover the essential content during the current school year.

I. Welcome & Introductions

II. Establish group leader and note taker

III. Review provided templates and agree on a format (or create a new one)

IV. Develop content of pacing guide to include all essential content to be covered during the school year

V. Give completed pacing guide to _____

VI. Discuss and identify next steps

Quarter Long Pacing Guide

	QUARTER 1			QUARTER 2	
Semester One	**Week**	**TOPIC**		**Week**	**TOPIC**
	1			1	
	2			2	
	3			3	
	4			4	
	5			5	
	6			6	
	7			7	
	8			8	
				9	
	QUARTER 3			**QUARTER 4**	
Semester Two	**Week**	**TOPIC**		**Week**	**TOPIC**
	1			1	
	2			2	
	3			3	
	4			4	
	5			5	
	6			6	
	7			7	
	8			8	
	9			9	
				10	

7th Grade Eastern Hemisphere Studies Pacing Guide

Semester One

QUARTER 1	
Week	**TOPIC**
1	Introduction to Eastern Hemisphere & Review of General Geography Concepts
2	
3	Ancient River Civilizations: Mesopotamia, Egypt, China ***Texts:*** *Holt Africa, Southwest & Central Asia, South & East Asia*
4	
5	
6	
7	
8	Middle East ***Texts:*** *Holt SW & Central Asia, Europe & Russia*

QUARTER 2	
Week	**TOPIC**
1	Middle East (cont'd.)
2	
3	
4	
5	Europe & Russia ***Texts:*** *Holt Europe & Russia*
6	
7	
8	
9	

Semester Two

QUARTER 3	
Week	**TOPIC**
1	Sub-Saharan Africa ***Texts****: Holt Africa*
2	
3	
4	
5	
6	India & China ***Texts:*** *Holt South & East Asia*
7	
8	
9	

QUARTER 4	
Week	**TOPIC**
1	India & China (cont'd.)
2	Current Transnational Issues of the Eastern Hemisphere ***Texts:*** *All*
3	
4	
5	Surplus Schedule: • Additional Topic Time (should your units run long) • Teacher Generated Unit • Re-Teach Time • Etc.
6	
7	
8	
9	Review & Final
10	

Semester Style Pacing Guide

Notes specific to pacing guide or semester:			
SEMESTER ONE			
Quarter 1: *essential question* **Unit # –** Title of Unit		**Quarter 2:** *essential question* **Unit # –** Title of Unit	
Generalized Objectives:			
Week	Concept	Week	Concept
1 - 9		10-18	
SEMESTER TWO			
Quarter 3: *essential question* **Unit # –** Title of Unit		**Quarter 4:** *essential question* **Unit # –** Title of Unit	
Generalized Objectives:			
Week	Concept	Week	Concept
19-27		28-36	

SAMPLE Middle School Literature Pacing Guide

A minimum of one novel study per semester. At least one of the novel studies needs to be selected from the District Novel List			
SEMESTER ONE			
Quarter 1: *Do we need words to communicate well?* **Unit 4 –** Poetry		**Quarter 2:** *How do we decide what is true?* **Unit 1 –** Fiction and Nonfiction	
Literary devices, figurative language, variety of genres, descriptive writing, response to literature, expository			
Week	Concept	Week	Concept
1 - 9	Context clues Paraphrasing Rhythm and rhyme Poetic Devices Figurative Language/ imagery/sensory Forms of poetry Descriptive essay Autobiographical essay	10-18	Plot Narrator/point of view Author's perspective/tone Predictions Fact and opinion Expository Essay- how to or contrast comparison
SEMESTER TWO			
Quarter 3: *Is conflict always bad?* **Unit 2 –** Short Story		**Quarter 4:** *How much do our communities shape us?* **Unit 6 –** Themes in Folk Literature	
Literary elements, making inferences and drawing conclusion, response to literature, research			
Week	Concept	Week	Concept
19-27	Make inferences Draw conclusions Characterization Conflict and resolution Theme /Setting Response to literature Short story	28-36	Cause and effect Fables and folktales Myths Elements of fantasy Universal theme Research report

Agenda for Curriculum Professional Development

Identifying Essential Vocabulary

Location:
Dates:
Time:
Facilitated by:

Objective: Determine essential vocabulary to be taught during this school year.

I. Welcome & Introductions

II. Establish group leader and note taker

III. Read “How to select vocabulary” hand out

IV. Identify the specific resources you will use to assist in selecting vocabulary (i.e. textbook, sample SBA tests, etc).

V. Review provided templates and determine which one to use (or create your own)

VI. Create vocabulary list

VII. Give you complete list to __

VIII. Read “Marzano’s Eight Characteristics” document

IX. Review “Building Academic Vocabulary” and provided graphic organizers

X. Discuss ideas for teaching and reinforcing vocabulary daily, weekly, quarterly, etc.

How to Select Vocabulary Words for Explicit Instruction

By Anita Archer

Vocabulary Selection:

- Select a **limited number** of words for robust, explicit vocabulary instruction (tier 2 & tier 3).
- Choose **three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.
- Select words that are **unknown.**
- Select words that are **important** to passage understanding.
- Select words that students are likely to encounter or use in the **future**. (Stahl, 1986)
- Select **difficult words** that need interpretation.
  - Abstract referent versus concrete
  - Unknown concept versus known concept
  - Less common word usage versus common
  - Not defined in context

Not All Words are Created Equal:

- **Tier One** – Basic Words
  - chair, bed, happy, house, car, purse
- **Tier Two** – Words in general use, but not common (Academic Vocabulary)
  - analyze, facilitate, inherent, fundamental, supplement, equivalent, inevitable
- **Tier Three** – Rare words limited to a specific domain (Background Vocabulary)
  - tundra, totalitarian, cellular respiration, genre, foreshadowing, monoculture farming, judicial review

Words That Need Targeted Instruction:

- Provide instruction on multiple-meaning words (polysemous)
  - Solution, element, space, process, run, relation, duck
- Provide instruction on idioms (a phrase or expression different from the literal meaning)
  - Martin seems to have a chip on his shoulder.
  - The experienced secretary really knows the ropes.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Essential: ▪	**Essential:** ▪	**Essential:** ▪	**Essential:** ▪

Vocabulary by Quarter TEMPLATE

SAMPLE High School Physical Science

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Essential: ▪ **compounds** ▪ **energy levels** ▪ **orbital** ▪ **excited state (118)** ▪ **ground state** ▪ **periodic table** ▪ **period** ▪ **family/group** Supporting: ▪ hypothesis ▪ scientific law ▪ scientific theory ▪ data analysis ▪ observation ▪ variables ▪ qualitative ▪ quantitative ▪ accuracy ▪ precision ▪ estimation ▪ electron cloud ▪ intellectual honesty ▪ bias ▪ significant figures/significant digits ▪ scientific notation ▪ serendipity ▪ slope	**Essential:** ▪ **alpha particle** ▪ **beta particle** ▪ **catalyst** ▪ **polyatomic ion** ▪ **anion** ▪ **cation** ▪ **precipitate** ▪ **chemical energy** ▪ **Law of Conservation of Energy (209)** ▪ **endothermic** ▪ **exothermic** ▪ **Law of Conservation of Mass (193)** ▪ **chain reaction** ▪ **critical mass** ▪ **fission** ▪ **fusion** ▪ **gamma ray** ▪ **half-life** ▪ **radioactivity** ▪ **radio-isotope** Supporting: ▪ chemical formula ▪ chemical reaction ▪ indicators ▪ products ▪ reactants ▪ reaction rate ▪ titration ▪ ions ▪ $E = mc^2$ ▪ nuclear radiation ▪ nuclear forces	**Essential:** ▪ **Big Bang Theory** ▪ **black hole** ▪ **Hubble's Law** ▪ **red shift** ▪ **neap tide** ▪ **spring tide** ▪ **convection current** ▪ **efficiency (energy)** ▪ **thermodynamics** ▪ **Universal Law of Gravitation (380)** ▪ **Law of Conservation of Momentum** ▪ **mechanical energy** ▪ **electrical energy** ▪ **thermal energy** ▪ **nuclear energy** ▪ **electromagnetic energy** Supporting: ▪ heat engine ▪ Aurora ▪ gravitational force ▪ dark matter ▪ central heating ▪ atmospheric layers ▪ star life cycle ▪ spectroscopy ▪ acceleration ▪ action force ▪ air resistance ▪ F = m x a ▪ frame of reference ▪ free fall & terminal velocity ▪ friction ▪ mass/inertia ▪ weight ▪ momentum ▪ p = m * V ▪ projectile motion	**Essential:** ▪ **mechanical wave** ▪ **medium** ▪ **constructive interference** ▪ **destructive interference** ▪ **rarefaction** ▪ **diffraction** ▪ **electromagnetic radiation** ▪ **infrared waves (543)** ▪ **micro-waves (542)** ▪ **radio waves (540)** ▪ **ultraviolet light (544)** ▪ **visible light waves (543)** ▪ **X – rays (544)** ▪ **ferromagnetic material** ▪ **induction** ▪ **magnetic domain** ▪ **parallel circuit** ▪ **series circuit** Supporting:: ▪ compression ▪ frequency modulation ▪ amplitude modulation ▪ crest/peak ▪ trough ▪ equilibrium position/rest position ▪ wavelength ▪ frequency ▪ period ▪ grounding ▪ photon ▪ thermogram

Vocabulary by Quarter

SAMPLE 7th Math Vocabulary Words

Note: Numbers in parenthesis, refer to text page of terms not specifically in glossary.

1. absolute value
2. associative property (+ & x)
3. cardinal number
4. certain event
5. chances
6. chord
7. coefficient
8. commutative property (+ and x)
9. compare
10. compatible numbers
11. computation
12. corresponding
13. cross cancel
14. cross multiplication
15. cross product
16. customary system
17. degrees
18. digit
19. dimensions
20. distributive property
21. equally likely events
22. equation
23. event
24. expanded form
25. expense/loss
26. experimental probability
27. exponent
28. factorial (!)
29. finite
30. function
31. height
32. horizontal
33. hour
34. hypotenuse
35. impossible event
36. inch
37. income/profit
38. inequality
39. infinite
40. integers
41. inverse operations
42. invert
43. irrational numbers
44. least common denominator/LCD
45. line of symmetry
46. lowest terms
47. mean
48. median
49. metric system
50. mode
51. negative numbers
52. numeral
53. opposites
54. Order of operations
55. ordinal number
56. outcome
57. perfect square
58. plane
59. polygon
60. polyhedron
61. positive numbers
62. power
63. prism
64. probability
65. proportion
66. quadrant
67. range
68. ratio
69. rational numbers
70. real numbers
71. reciprocal
72. scale factor
73. scale model
74. sequence
75. similar figures
76. square root
77. tally
78. theoretical probability
79. unit rate

Marzano's Eight Characteristics to Consider When Teaching Vocabulary

Characteristic 1: Effective vocabulary instruction does not rely on definitions.

It is much more constructive to use every day language and examples with students when they are learning a new word as opposed to providing them with a definition. Beck, McKeown, and Kucan (2002). When people first learn words, they understand them more as descriptions of words. Teachers note when students use a dictionary without having background knowledge of the term the sentences created to "explain" the word can be confusing, misleading or sometimes nonsensical.

Characteristic 2: Students must represent their knowledge of words in linguistic and nonlinguistic ways.

In addition to written language, students need opportunities to represent new words using graphic representations, pictures, pictographs, mental imagery and dramatic presentations. Studies show the use of nonlinguistic strategies produced vocabulary gains that were 37 percentile points higher than when students just reviewed definitions, and 21 percentile points higher than those produced when students generated their own sentences. (Powel, 1980)

Characteristic 3: Effective vocabulary instruction involves the gradual shaping of word meaning through multiple exposures.

Knowledge of a term deepens when a student has numerous opportunities to manipulate the term in the correct context. Referring to a study by Schwanenflugel, Stahl, and McFalls (1997), Stahl (1999) explains: "Thus, vocabulary knowledge seems to grow gradually, moving from the first meaningful exposure to a word to a full and flexible knowledge." (p16).

Characteristic 4: Teaching word parts enhances students understanding of terms.

The knowledge of roots and affixes enables students to determine the meaning of unknown words. Due to the significant number of affixes, teaching all of them can be easier said than done. Fortunately, studies have identified affixes that occur most frequently in the English language thus making the task of teaching those most prevalent feasible. Specifically, White, Sowell, and Yanagihara (1989) identified the most common affixes in The American Heritage Word Frequency Book (Carroll, Davies, & Richmond, 1971)

Characteristic 5: Different types of words require different types of instruction.

Semantic features are the basis of how we know words. Therefore, instruction should differ for vocabulary terms that have different syntactic functions. The Categories and Semantic Features of Words Chart (Marzano, 2004) distinguishes between general and specific terms and the semantic features of them. Teaches may use this information to design cues and questions, comparison activities, and game-like situations to stimulate students thinking.

Characteristic 6: Students should discuss the terms they are learning.

Discussions helps a student encode information in their own words, view things from different perspectives, and allows time for self-expression. Fisher, Blachowicz, Costa, and Pozzi (1992) found that asking students to discuss terms had a positive affect on the amount of times they spent studying words as well as the strategies they used to determine and verify the meanings of words.

Characteristic 7: Students should play with words.

Teachers should plan time for games and game-like activities in their classrooms. These activities can be "sponge activities" before class or assigned to a short period of time at the end of class or the week. When students have fun with words they are they are challenging themselves in a non-threatening way. Games provide tasks that "challenge the individual's present capacity, yet permit some control over the level of challenge faced, provide sufficient complexity so that outcomes are not always certain, and allow for some degree of fantasy." (Covington, 1992)

Characteristic 8: Instruction should focus on terms that have a high probability of enhancing academic success.

The number of important terms students need to know are too numerous to teach in the amount of time available in class to learn them. Additionally, not all words students encounter are essential to know. Schools and ideally districts should identify and customize a comprehensive list of critical academic terms pertinent to students' success in the content areas they are required to master.

Building Academic Vocabulary: A Six-Step Process

Mass Practice

weekly

new words

1. The teacher provides a description, explanation, or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a nonlinguistic representation of the term.

Distributive Practice

periodically

all previous words

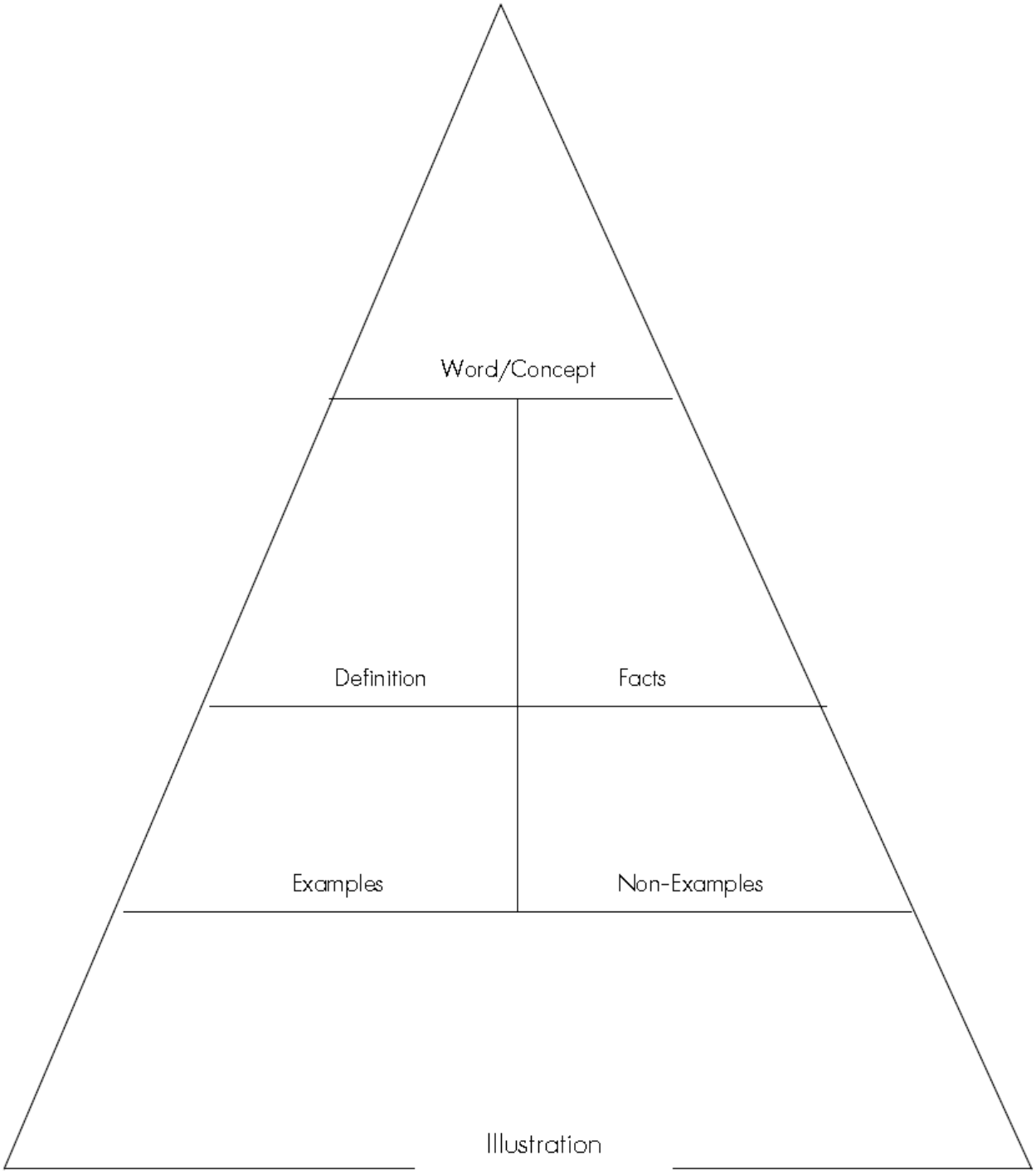
4. Students periodically do activities that help them add to their knowledge of vocabulary terms.
5. Periodcially, students are asked to discuss the terms with one another.
6. Periodically, students are involved in games that allow them to play with the terms.

(Marzano, 2004)

ESU6
Jen Madison

3/4/2012

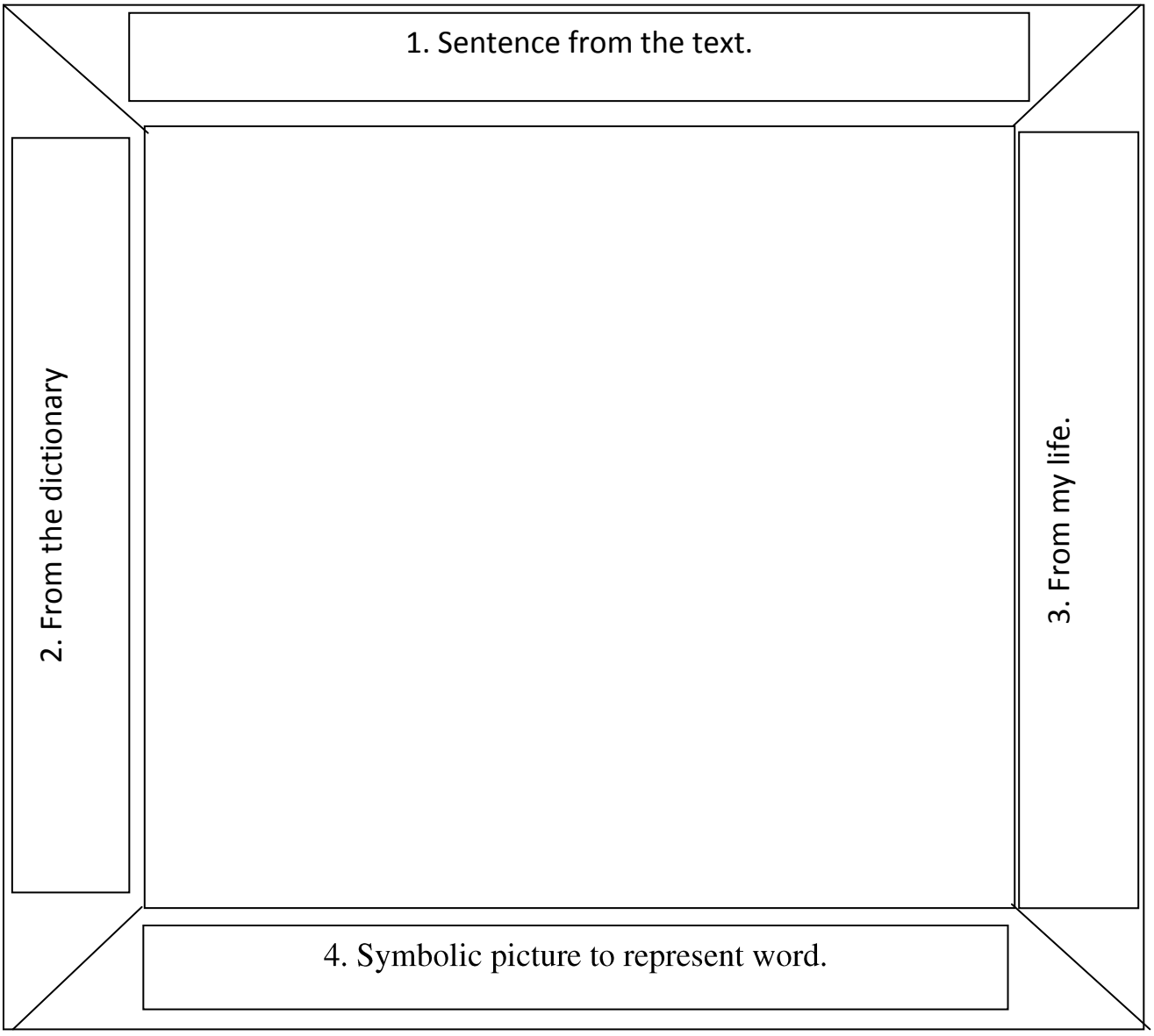
jmadison@esu6.org
http://manila.esu6.org/jmadison



Liebherk Model

Four-Dimensional Study

WORD



Agenda for Curriculum Professional Development

Reflections & Recommendations

Location:
Dates:
Time:
Facilitated by:

Objective: Provide information regarding reflections & recommendations for curriculum and materials

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I. Welcome & Introductions

II. Establish group leader and note taker

III. Using the form, provide reflections and recommendations regarding the curriculum and materials.

IV. Give your completed form to _____

Discussion Questions for Curriculum Feedback

Names of Team Members:

I. For each quarter were you able to cover the content recommended on the curriculum documents or in the adopted materials? If not, why not?

II. What concerns or reflections regarding the curriculum or materials need to be addressed? Please explain.

III. What do you think are the critical next steps for our district to take in order to have consistent implementation of the curriculum and materials?

Curriculum Reflection Form

This tool is designed to facilitate the grade level conversations on the curriculum objectives and/or materials. All comments will be reviewed and considered during the work toward refining the curriculum.

QUARTER	Are there any pacing concerns that you have regarding the objectives or materials?	Are the objectives adequately covered in the materials or do the materials adequately cover the essential content?	Please explain any other concerns or reflections regarding the learner outcomes and/or curriculum documents.
QUARTER 1			
QUARTER 2			
QUARTER 3			
QUARTER 4			

School: _____

CURRICULUM REFLECTION TEMPLATE

Please list the revisions your school recommends for the curriculum documents, pacing guides, vocabulary, or materials. Please be as specific as possible regaring your recommendation. Please indicate if your school does not see any revisions necessary.

Kindergarten Revisions

First Grade Revisions

Second Grade Revisions

Third Grade Revisions

Agenda for Curriculum Professional Development

Analyzing Student Achievement Data

Location:
Dates:
Time:
Facilitated by:

Objective: Based on analysis of student achievement data, identify needs and next steps.

I. Student Achievement Data Analysis

a. Review data to be analyzed (i.e. survey data, SBA scores, etc)

b. Analyze data using following process:

   i. Complete table or chart – flip chart paper or technology

   ii. Make graphic representation – flip chart paper or technology

   iii. Use What, So What Now What Chart to

      1. Record observations
      2. List general observations & concerns (What?)
      3. Create hypotheses (So What?)
      4. Identify possible solutions or next steps (Now What?)

c. Give your completed chart paper and What, So What, Now What chart to _____

What, So What, Now What Data Analysis Chart

WHAT ARE OUR GENERAL OBSERVATIONS AND CONCERNS?	**SO WHAT** COULD BE CONTRIBUTING TO THIS?	**NOW WHAT** COULD WE DO TO IMPROVE IT?

Agenda for Curriculum Professional Development

Classroom Assessment Practices

Location:
Dates:
Time:
Facilitated by:

Objective: Consider additions or changes to current classroom assessment practices

I. Review the *Assessment Systems Overview* document

II. Individually, complete the *Assessment Chart* identifying your current assessments

III. Discuss with a partner your current patterns or practices regarding assessments (consider using Rally Robin cooperative strategy)

IV. Individually complete the *Considerations for Contextualized Assessment* survey

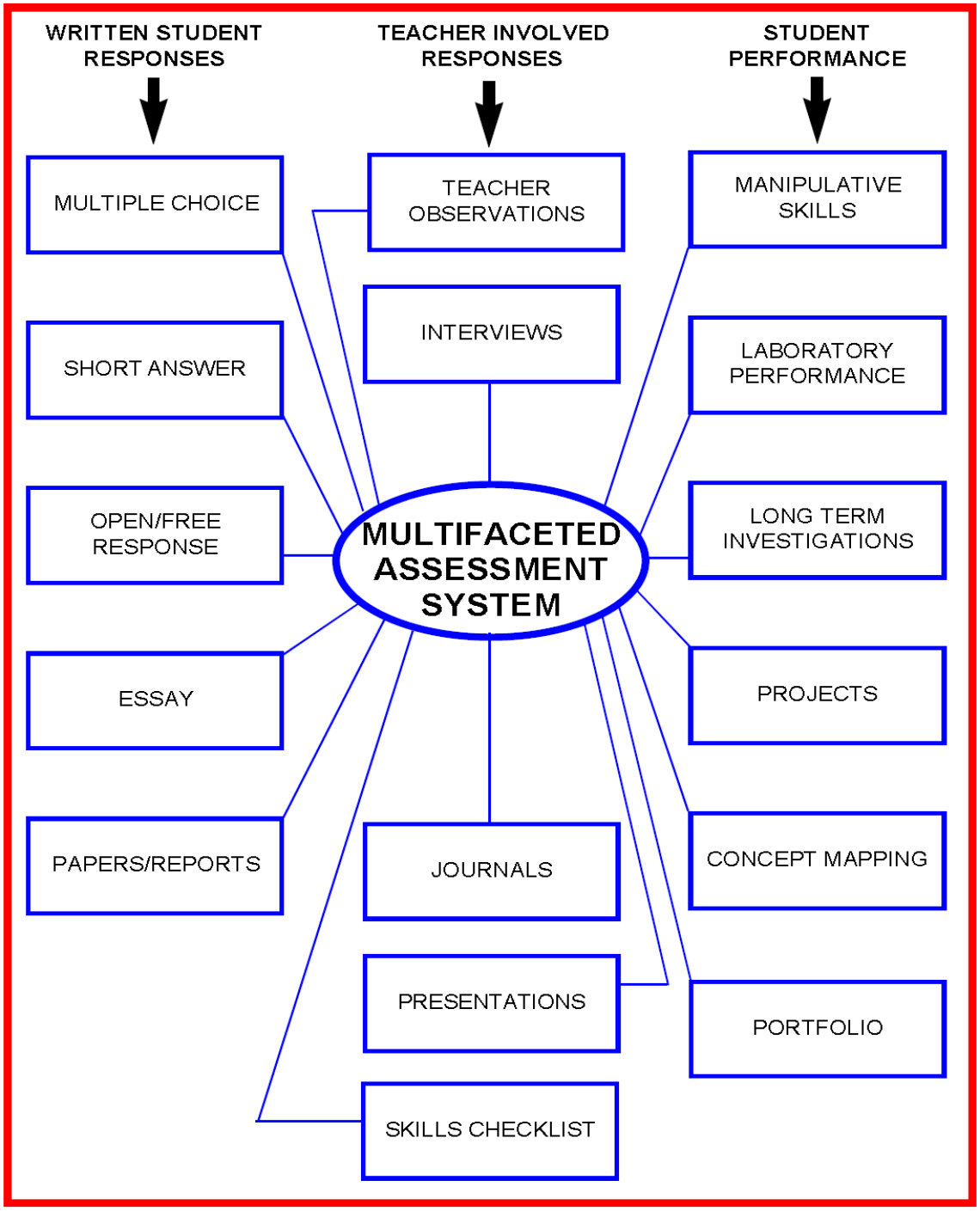
V. Identify 3 items for which there are the greatest discrepancies between your beliefs and practice

VI. Return to the *Assessment Chart* and identify 1 or 2 assessment additions or changes you could make this semester that would help to bridge the gap between your beliefs and practices

VII. Write 3 interview questions for a team member so that you can collaboratively discuss your observations and decisions

VIII. Use the Three-Step Interview process to share reflections and decisions

Assessment Systems Overview



Reynolds, Douglas S., Doran, Rodney L., Allers, Robert H., and Arguso, Susan A. *Alternative Assessment in Science: A Teacher's Guide*, State Education Department, University at Buffalo, 1996

Complete the following CLASSROOM ASSESSMENT CHART to determine the style of assessments. Include samples of assessments given.

	Example	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Objective/Unit	Objective/Unit	Objective/Unit	Objective/Unit	Objective/Unit
Written Student Responses					
Multiple Choice Items	*Weekly quizzes*				
Open/Free Response	*Weekly writing assignments*				
Short Answer	*Weekly quizzes*				
Essay	*Poetry Analysis, Short Story Elements*				
Papers/Reports					
Teacher Involved Responses					
Observations	*N/A*				
Journals	*Book chats*				
Presentations	*Robert Frost*				
Skills Check-List	*Weekly Rubrics*				
Student Performance					
Manipulative Skills					
Laboratory Performance					
Long-term Investigations					
Projects					
Concept Mapping					
Portfolios					
Self Rating	*Weekly Rubrics*				
Other					

Considerations for Contextualized Assessments

Your Value *Weak-Strong*	**Test' Components**	**Your Reality** *Weak-Strong*
1 2 3 4 5	Convincing evidence that students can use their new knowledge and skills effectively and creatively.	1 2 3 4 5
1 2 3 4 5	Simulations or real life challenges where new academic knowledge or skill is required.	1 2 3 4 5
1 2 3 4 5	Tasks where a multi-faceted repertoire of knowledge and skill must be applied with good judgment. Simple recall is insufficient for performing well.	1 2 3 4 5
1 2 3 4 5	A chance to produce a quality product and/or performance.	1 2 3 4 5
1 2 3 4 5	Demystified criteria and standards that allow students to thoroughly prepare, self-assess, and self-adjust with apt resources available.	1 2 3 4 5
1 2 3 4 5	An opportunity for students to learn from the experience itself to improve before the course of class has ended.	1 2 3 4 5
1 2 3 4 5	Reasonable chances to learn from mistakes without any penalties.	1 2 3 4 5
1 2 3 4 5	Opportunities for students to justify their answers, choices, or plans.	1 2 3 4 5
1 2 3 4 5	Evidence the pattern and consistency of student work.	1 2 3 4 5
1 2 3 4 5	Opportunities for teachers to learn new things with their students.	1 2 3 4 5

Wlodkowski, Raymond J. and Ginsberg, Margery B. (1995) *Diversity and motivation: culturally responsive teaching*. San Francisco, Jossey-Bass.