

Student Assessment			
Rationale		The Architecture of Accomplished Teaching helix depicts learning that is continual, recursive, based on student assessment and elicits high levels of learning. Understanding the role of student assessment and good assessment practices is essential to demonstrating accomplished teaching.	
Essential Questions for Candidates		<ul style="list-style-type: none"> ▪ How do I use student assessment to drive instruction? ▪ How do I use summative and formative assessments? ▪ How do my assessment practices provide students with a variety of opportunities to demonstrate what they know? 	
Workshop Sequence			
1	Discussion	Architecture of Accomplished Teaching: An animated Architecture is included on the WS5 PowerPoint. Use this to take participants through the steps. Point out the color-coded connection of the Core Propositions to the steps in the Architecture. Give out the Architecture handout. (WS5.H1)	15 min
2	Discussion	Planning for Instruction: Provide participants with the handout <i>Understanding Students and Their Learning</i> (WS5.H2). This will guide them in developing units of study that incorporate continuous assessment strategies. Briefly go through the handout. Let participants know that they will be exploring the planning portion in more depth later in the workshop. Help participants see the connection between this practical list of elements and the Architecture helix.	10 min
3	Activity WS5.A1	Let's Practice - Questions for Unit Planning: Participants will share units and analyze important features.	45 min
4	Activity WS5.A2	Participants will work together to brainstorm ideas for designing formative and summative assessment products.	50 min
5	Activity WS5.A3	Blooms Taxonomy, Multiple Intelligences: Take a look at assessment activities, determine the multiple intelligences used and the level of Blooms one can reach	30 min
6	Participant Work Time	Pulling it all Together: Provide handout (WS5.H3). Allow time for participants to study the worksheet and ask questions. If time permits, participants could begin to fill out the worksheet and share ideas with partners or table groups.	As time allows
7	Workshop Evaluation	Ask participants to complete the workshop evaluation form. Complete the CERRA feedback form and return it to CERRA.	
Materials Required to conduct WS		Handouts: WS5.H1, WS5.H2, WS5.H3, WS5.A1.H2, WS5.A2.H1, WS5.A3.H1 1 copy of WS5.A1.H1 for facilitator Chart paper, markers Teachers need to bring:	

CERRA National Board Candidate Support Workshop #5 Agenda

	<p>2 units of study; one they have completed or will complete just prior to their entry lesson and one they are thinking of doing for their entry. Certificate area standards Student work or video entry directions for entries they are planning</p>
<p>Resources for Enrichment (Other materials that participants may want to use on their own after the WS)</p>	<p>Internet sites resources for creating rubrics:</p> <ul style="list-style-type: none"> ▪ Kathy Schrock's Rubrics: http://school.discovery.com/schrockguide/assess.html ▪ Rubistar: http://rubistar.4teachers.org/index.php ▪ Rubrics4Teachers: http://www.rubrics4teachers.com/
<p>References</p>	<ul style="list-style-type: none"> ▪ Hines, et. Al. <u>A Toolkit for Success for National Board Candidates, Mentors and All Good Teachers Everywhere</u>. Bowling Green, KY: Western Kentucky University Research Foundation, 2003. ▪ Wellman, Bruce and Lipton, Laura. <u>Data-Driven Dialogue – A Facilitator's Guide to Collaborative Inquiry</u>. Sherman, CT: MiraVia, 2003.

Let's Practice: Questions for Unit Planning

Rationale: Students need meaningful purposes for learning. Units of study need to be developed to provide for purposeful learning as well as to meet the needs of all students. Participants will share units they have taught and analyze some important features about them.



Management

Time: 45 minutes

Materials: 1 copy of facilitator handout (WS5.A1.H1) "Let's Practice" handout (WS5.A1.H2) for participants
Plain chart paper, markers
Post-it® notes

Equipment: Computer/LCD for WS5 PowerPoint

Grouping: Individual/table groups of 6-8 (whole group activity if you have less than 12)

Outcomes:

- Participants will begin to understand the elements of good unit design.

Instructions to NB Candidate Support Provider:

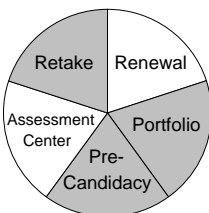
1. Use the Facilitator Handout *Unit Planning Basics* (WS5.A1.H1) to provide the participants with some background on the common use of standards and curriculum guides in planning units of study as opposed to the better use of those aids in developing units of study that provide students with opportunities to learn deeply.
2. Ask participants to list the titles of 3-5 units they have taught.
3. Participants go around the table and share 1 unit. A recorder writes the unit of study that each participant names on a blank chart. The group chooses 2-3 to discuss. Preferably they choose one unit from each of the education levels represented at the table (Early/Elementary, Middle, High).
4. Working as a table group, participants are to determine if they can tell whether the unit of study might have met standards for the level intended and in what ways the unit could have included opportunities for purposeful learning.
5. The table group chooses one unit to explore. They divide themselves into 3 smaller groups to analyze the unit's possibilities by discussing responses to assigned "Let's Practice" questions on handout (WS5.A1.H2). Suggest that participants also consider the questions as they relate to the Architecture helix. (The assigned questions are on the WS5 PowerPoint).
6. Beginning with group one; each small group quickly shares their thinking with their table.
7. Participants work individually to examine a unit of study they are considering as a portfolio entry using the questions and architecture to frame their work and explore the value of the unit.

Processing:

- In what ways has this activity helped you think about the units you plan for students?
- What are your thoughts about things you might work on when you develop units for your portfolio?

Follow-up:

Participants who work near each other might share their plans for units of study with each other. They could use the questions as a guide for beginning to develop strong units of study.



Facilitator Notes

Activity 1

Unit Planning Basics

Facilitator Notes:

Teachers are adept at identifying the standards and content to be explored in a given unit of study. The NBPTS standards add an additional element to consider. The importance of understanding and incorporating the standards into units of study were explored in an earlier workshop.

The activities planned for units of study are often one dimensional. This activity is designed to help teachers dig deeper into the elements of a unit that provide opportunity for students to become more engaged in activities within a unit of study.

Background information to share:

Units of study are vehicles for delivering learning opportunities. Well planned units that consider the standards, student knowledge and abilities as well as student interests will create opportunities for greater learning.

Many teachers are very accustomed to planning units by identifying the instructional activities first. Planning should begin with assessment of student knowledge and the identification of what they are to know as a result of the unit's planned activities.

Too often units are limited studies of a topic rather than in-depth studies. They often have a general learning focus, rather than focusing on identified learning.

Units of study often are teacher-directed and the teacher is the main source of information. We know that instruction that differentiates learning for all students and allows students opportunities to investigate meaningful topics impacts achievement in positive ways.

Assessment is often separate from instruction and even more often is summative in nature. Units of study developed by accomplished teachers provide for on-going assessment. Both the teacher and the student understand the standards to be evaluated and students have opportunities to work toward those clearly defined standards.

Effective evaluation assesses knowledge and the application of that knowledge.

Let's Practice Questions for Unit Planning

1. How might this unit promote rigorous study?
2. How might activities in this unit relate to real-life?
3. How might this unit reflect the personal, social or global issues of students?
4. What activities may have been planned to engage students?
5. What activities might have been developed that demanded higher level thinking skills?
6. What activities might have made the students ask questions?
7. What standards or curriculum requirements might have been covered in this unit?
8. What learning questions might be developed for this unit?
9. In what ways might this unit be age-appropriate?

Assessment: Formative and Summative Learning Questions and Student Tasks

Rationale: Ongoing assessment is critical in classrooms where learning takes place. Assessments inform students and teachers of progress and areas where more instruction may be needed. Summative assessments should be planned for the end of the unit and should incorporate elements that engage students and meet the many learning styles of students.



Management

Time: 50 minutes

Materials: Summative Products/Student Task handout (WS5.A2.H1)
Chart Paper for whole group and table groups
Markers

Equipment: Computer/LCD if using WS5 PowerPoint

Grouping: Whole group/Table groups/Small groups

Outcomes:

- Participants will be able to generate assessment products for a unit of study and determine the tasks needed to complete them.

Instructions to NB Candidate Support Provider:

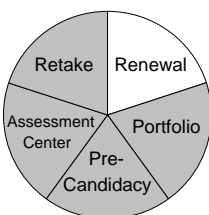
1. Ask participants to define formative and summative assessments. (See WS5.PowerPoint.) Briefly discuss the difference between assessment and evaluation. Ask where this stage is on the Architecture of Accomplished Teaching helix. Stress the fact that assessment should be both formative and summative. Students should also be involved in self-assessments.
2. Brainstorm products that participants have used as summative assessments. List the task involved. Put on a chart.
2. Small groups formed in Activity 1 use the same unit topic and list 4-5 summative products and or performances that might be used for that unit, using ideas on the chart or other ideas. They may record their ideas on the Assessment Products and Student Tasks handout. (WS5.A2.H1)
3. Share with members of other small groups around the table. On a chart, the table group determines 4-6 assessment/tasks to put on a larger chart for group sharing.
4. Share charts with whole group. Participants may want to note new ideas on their handouts.

Processing:

- What are you noticing about the summative assessments?
- What patterns are you seeing in the tasks?
- In what ways might we make the tasks more interdisciplinary in nature?
- How might the assessments be used as formative rather than summative?

Follow-up:

In a follow-up group, participants might share the actual products students generated. In a discussion, generate ideas of other ways these could be used.



WS5.A2

Assessment Products and Student Tasks

“Planning with the end in mind”

Assessment Performances or Products	What the student will do: The Task
<i>Write an Editorial</i>	<i>Persuade</i>
<i>Create an invention</i>	<i>Apply knowledge, build, explain, teach</i>
<i>Pamphlet</i>	<i>Investigate, summarize, write,</i>

WSS. A2.H1

CERRA National Board Candidate Support Workshop #5 Activity 2 Handout 1

Blooming with Multiple Intelligences

Rationale: Instructional activities should be rigorous, yet meet the individual learning styles and needs of students. Revisiting Bloom's Taxonomy and multiple intelligence theory can help teachers develop instructional activities that will optimize learning.



Management

Time: 30 minutes

Materials: Bloom's Taxonomy handout (WS5.A3.H1)

Equipment: Computer/LCD if using WS5 PowerPoint

Grouping: Partner/ Table group/Whole group

Outcomes:

- Participants will be able to analyze assessment products or performances by indicating what level of Bloom's Taxonomy it reaches and what intelligences it provides access to.

**Instructions to
NB Candidate
Support
Provider:**

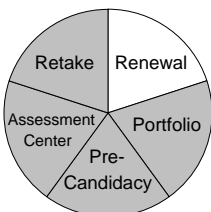
1. The facilitator briefly reviews Bloom's Taxonomy and multiple intelligence theory using the handout.
2. Working with a partner, participants work together to identify the level of Bloom's Taxonomy and the multiple intelligences addressed by each instructional activity on the *Blooming with Multiple Intelligences* handout (WS5.A3.H1).
3. Partners share their findings with others at their table.
4. The facilitator asks processing questions for groups to discuss as they go through the lists.

Processing:

- What are you noticing about the level of Bloom's required for activities?
- What are you noticing about the activities and the kinds/number of multiple intelligences involved?
- What instructional activities surprised you?

Follow-up:

1. Working with small groups of candidates following this workshop, guide them to identify the level of Bloom's and the number/kind of intelligences they develop or appeal to.
2. Share information about creating and using rubrics.
3. Have an additional short session where teachers can visit web sites together to create rubrics for formative and summative assessments.



Blooming with Multiple Intelligences

Instructional Activity/Summative Product or Performance	Possible Level on Bloom's Taxonomy	Possible Multiple Intelligence
Create a jigsaw puzzle		
Write in a learning log at the end of the day		
Perform a choral reading		
Create an opinion survey		
Create a comic strip		
Develop a learning center for peers		
Create a classroom museum		
Write and act out an original Fairy Tale		
Draw a map		
Write an advertisement		
Critique a political strategy		
Develop a budget		
Create a musical presentation about fractions		

The Architecture of Accomplished Teaching*

Worksheet

6 th	New Goal
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4 th	Evaluation
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5 th	Reflection
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2 nd	Goal
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3 rd	Implementation
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* National Board for Professional Teaching Standards © 2005

1 st	Your Students & Your Needs
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Understanding Students and Their Learning In Order to Develop Units of Study *“Planning with the end in mind”*

Understanding student knowledge begins with assessment as does the development of effective learning opportunities.

Begin with Analysis

Assessment of students after a previous unit of study:

- Where are my students now in the learning continuum?
- In what ways has the class changed?
- Do I know more about individuals and their learning styles?
- What do they need in order to strengthen their current abilities?
- In what order should these opportunities be presented?
- What do I need to do to strengthen the capacity of individuals to learn?
- At what level, and in what ways, should the new learning begin?

Assessment of contextual factors:

- How will my students' backgrounds and learning abilities support or challenge the outcomes of the learning experience?
- What prior knowledge do my students have that will support their learning?
- What needs do they have?
- What are the differing kinds and levels of abilities in my classroom?
- In what ways can I differentiate instruction to meet the diverse needs of my students?
- What resources will I/we need?
- How much time do we have to implement the unit?
- How will the unit be structured in terms of:
 - Presentations?
 - Investigations?
 - Projects?
 - Group and independent study?
 - What other factors should I consider?

Plan With the End in Mind

Identification of standards and curriculum requirements:

- What national or state standards are to be covered and what should students know and be able to do at the end of the unit?
- What NBPTS standards should I incorporate?
- What state/district or curriculum guidelines need to be addressed?

Selection of the unit

- What will the theme of the unit be?
- What life issues or problems might be addressed in this unit?
- How will the questions and tasks of the unit be relevant to my students' lives?
- What personal, social or global concerns affect my students and could provide for higher levels of thinking and learning?

Determining Questions for learning based on the standards:

- What questions might I develop that will guide learning, deepen thinking and help students explore the topic of study AND address the standards to be covered?
- In what ways are the questions phrased to avoid “yes” or “no” answers and to deepen thinking?

Design assessments that support the plan for the instruction:

- What formative assessments will I plan that will provide my students and me with feedback about their learning?
- What might these assessments look like?
- How will I develop the types and frequency of formative assessments that will allow me to adjust the lessons to accommodate differentiated learning?
- What summative assessment(s) will I develop that will showcase student learning with regard to the standards?
- What product(s) will I ask my students to provide that will provide an opportunity for them to apply their new learning?

Rubric Design:

- In what ways does the rubric serve to inform my students of the standards on which they will be assessed?
- How have I created distinct and describable differences between levels on the rubric?
- Do I have at least one criteria for each targeted standard?
- In what ways might I have my students help to develop the rubrics?

Instructional Activities:

- Do the planned activities have an instructional focus?
- Do the activities provide for differentiated instruction in order to meet the needs of all the students in my classroom?
- In what ways have I incorporated opportunities for multiple intelligences?
- In what ways have I included opportunities for developing higher levels of thinking?
- In what ways do embedded assessments enable me to adjust the learning opportunities along the way?

Resources:

- What resources do I presently have?
- What resources need to be developed?
- Do I have resources that will meet the needs of all my students?
- Do any of my resources provide for learning outside the classroom?
- Have I incorporated resources that involve the community?
- Do my resources provide for active learning?

Do and Review

Analysis and Reflection

- Do I see ways I need to adjust instruction as I am teaching?
- Am I able to evaluate the effectiveness of the unit's abilities to meet the goals, objectives and standards for learning that were set at the beginning of the unit?
- Did I find opportunities to reflect on why I made changes to the unit? (Or didn't need to make changes, why?)
- Once completed, am I able to reflect on the unit as a whole and identify missed opportunities for deepening learning?
- How does my reflection of the completed unit help me better understand my delivery of instruction?

The Cycle Begins Again

Assessment of Students

- Where are my students now in the learning continuum?
- In what ways has the class changed?
- What more do I know about individuals and their learning styles?
- What do the students need in order to strengthen their current abilities?
- In what order should these opportunities be presented?
- What do I need to do to strengthen the capacity of individuals to learn?
- At what level and in what ways should the new learning begin?

Pulling it all Together: Planning for Student Assessment in Instruction

Unit Theme _____

Unit Goals

1. _____

2. _____

3. _____

Standard to be addressed (Include NBPTS)	Learning Questions	Assessment	Blooms/ MI
		Formative: Summative	
		Formative: Summative:	

Standard to be addressed (Include NBPTS)	Learning Questions	Assessment	Blooms/ MI
		Formative: Summative:	
		Formative: Summative:	
		Formative: Summative:	
		Formative: Summative:	

Standard	Instructional Activity	Bloom's	Multiple Intelligence

Workshop Evaluation – Student Assessment

Date of Workshop: _____

Location: _____

Facilitator: _____

Which best describes you:

- Pre-candidate
- Take One! candidate
- First time candidate
- Banker
- Renewal candidate

Indicate the extent to which this training met the stated goals:		Does Not Apply	Low			High
Activity 1	To begin to understand the elements of good unit design.					
Activity 2	To be able to generate assessment products for a unit of study and the tasks needed to complete them.					
Activity 3	To be able to analyze assessment products or performances by indicating what level of Bloom's Taxonomy it reaches and what intelligences it provides access to.					

Describe the impact of this workshop in supporting your understanding and work toward National Board Certification®.

What are your additional personal areas of greatest need with respect to National Board Certification?

How might you suggest the workshop (and/or materials) be revised or modified to better meet your needs?

Other comments about the workshop or its presentation:

Workshop Feedback

(To be completed by the workshop provider and returned to CERRA)

Name of Workshop: _____

Date of Workshop: _____

Location: _____

Facilitator: _____

Which describes you? (More than one may be selected)

- Classroom Teacher
- District Office Personnel
- NB Liaison
- NBCT
- Other _____

Workshop Participants by number:

- ___ Pre-candidates
- ___ Take One! candidates
- ___ First time candidates
- ___ Bankers
- ___ Renewal candidates

Based on the evaluation forms received from workshop participants, to what degree do you feel the workshop met, or did not meet, their needs?

Tell about two things that went really well in your workshop.

Which activities and/or handouts did you use or eliminate?

If you used activities or handouts from other sources, briefly describe them, and would you be willing to share those with others in the CERRA network?

How might you suggest the workshop (and/or materials) be revised or modified to better support your work with candidates?

Other comments about the workshop or its presentation:

Please return this form to CERRA, Attn: National Board Candidate Support
Mail: CERRA, Stewart House at Winthrop University, Rock Hill, SC 29733
Fax: 803.323.4044