

Getting to Know the WELS Teaching Standards

Standard Eight

Leader’s Guide

**Resources available in this Module:**

* Professional Reading: Copy, distribute, and read **before the inservice**
* Videos: Shown during the inservice-need Internet connection
* Activity Guide: Copy and distribute for the inservice
* Teacher Evaluation Vide: Shown during the inservice-need Internet connection
* Moodle Forums: Completed by a faculty representative **after** the inservice

**Handouts:** (Copies given prior to the Inservice)

* WELS Teaching Standards and Continuum
* [Black, P.J. & Wiliam, D.](http://blog.discoveryeducation.com/assessment/files/2009/02/blackbox_article.pdf) (1998). Inside the black box: Raising standards through
 classroom assessment. *Phi Delta Kappan*, *80*(2), 139-148.
* [Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D.](http://web.uvic.ca/~gtreloar/Assessment/Periodical%20Items/Working%20Inside%20the%20Black%20Box-Assessment%20for%20Learning%20in%20the%20Classroom.pdf) (2004). Working inside the
 Black  Box: Assessment for learning in the classroom. *Phi Delta Kappan, 86(*1), 9-21.
* [Five “Key Strategies” for Effective Formative Assessment](http://www.nctm.org/news/content.aspx?id=11474) by Dylan Wiliam (2007)

**This inservice is designed to accomplish the following goals:**

1. Encourage the use of ongoing assessment as a means to support student learning.
2. Explain the benefits of formative assessment strategies to enhance learning.
3. Understand the standard eight criteria and levels of the continuum of Teacher Development.
4. Apply specified criteria in standard eight to a sample teacher.

**Time Needed:**

The suggested module use below describes the intended path through this module. Approximately 60-70 minutes will be required to implement this module as suggested. Times are provided to assist in planning. There are various ways to modify the module if less time is available.

* Select portions of the video and discussions to complete later.
* Shorten Discussion times.
* Use only selected portions of the module to fit within the timeframe.

**Suggested Module Use**

1. Assign the Professional Reading: Copy and distribute the reading “Inside the Black Box” and “Working Inside the Black Box.”
**Focus Question:** How can teachers use formative assessments to evaluate and promote the spiritual, intellectual, social, emotional, and physical development of learners?
2. Watch the videos (Check them prior to the meeting to be sure your player can show them.)

**NOTE:** For discussions, each participant’s name should be on a small sheet of paper or popsicle stick and placed in a container. When a response is needed from the group, the leader draws a name from the container. The person whose name is drawn shares his/her response and then another name can be drawn or others can volunteer to add comments.

**The Narrated PowerPoint will Guide you through these Parts of the Module**

**Introduction: WELS Teacher Standard Eight** (5 Minutes)

**Video 1:** Assessment for Learning by Dylan Wiliam (10 Minutes)

1. Discuss with your “elbow partner”

What ideas did you hear or see in the video that connected to the articles (“Inside the Black Box” and “Working Inside the Black Box”) you read for this inservice?

1. Share your responses with the entire group.

**Video 2:** Embedded Formative Assessment by Dylan Wiliam (10 Minutes)

1. Discuss with your “elbow partner”

What are 1 or 2 key ideas you want to remember from this video?

1. Share your responses with the entire group.

**Video 3:** Dylan Wiliam: Content, Then Process (10 Minutes)

1. Discuss with your “elbow partner”

What are 1 or 2 key ideas you want to remember from this video?

1. Share your responses with the entire group.

**Standard Discussion**: Discuss the meanings of the standards in relation to the videos. Focus on the criteria in bold typeface. (5-10 minutes)

**STANDARD EIGHT: Christian teachers know how to assess student progress.**

*The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.*

• **Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.**

• Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

• Engages learners in self‐assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.

• **Continuously evaluates the effect of class instruction on both individuals and the class as a whole.**

**• Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.**

**• Evaluates and modifies assessment processes to ensure alignment with instructional objectives.**

• Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.

**Video 4:** [Formative Assessment in the Primary Classroom](http://youtu.be/dxAXJEK--qk) (2:68) (15 minutes)

Discuss with your “elbow partner”
What level would you say this teacher is reflecting in this video segment? What specific words in the descriptors apply to the level you chose?

* + *Uses a variety of formal & informal…*
	+ *Continuously monitors*
	+ *Monitors teaching strategies*
	+ *Evaluates and modifies*

Share your responses with the entire group.

**Conclusion: Reflect on Focus Question (**5 Minutes**)**

**Moodle Forums (If Time Permits-**5 minutes)

1. How does your faculty plan to implement formative assessments in response to the study of WELS Teaching Standard Eight? (Submit strategies faculty members are using or modifying based on the inservice work in Module Eight. Identify your school and location in the name of the discussion. (Example: St. John, Anytown, MN)
2. Share your faculty's response to this quote after completing the WELS Teaching Standard Eight module. “The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”(Marcel Proust, 1871-1922)

**Further Study: *(Copy given at the conclusion of the inservice, if desired)***Read and discuss the [Five “Key Strategies” for Effective Formative Assessment](http://www.nctm.org/news/content.aspx?id=11474) by Dylan Wiliam (2007).

* Clarifying, sharing, and understanding goals for learning and criteria for success with learners.
* Engineering effective classroom discussions, questions, activities, and tasks that elicit evidence of students’ learning
* Providing feedback that moves learning forward.
* Activating students as owners of their own learning.
* Activating students as learning resources for one another.

**Additional Reading**

Brookhart, S. M. (2010). *Formative assessment strategies for every classroom*.
 Alexandria: ASCD.

Brown, W. (2008). Young children assess their learning. *Young Children, 63*(6),
 14-20.

Fisher, D., & Frey, N. (2007). *Checking for understanding*. Alexandria, VA:
 Association for Supervision and Curriculum Instruction.

Dodge, D. T., Heroman, C., Charles, J., & Maiorca, J. (2004). Beyond outcomes:
 How ongoing assessment supports children's learning and leads to meaningful
 curriculum. *Young Children, 59*(1), 20-28.

Keeley, P. (2008). *Science formative assessment: 75 practical strategies for linking
 assessment, instruction, and learning*. Thousand Oaks, CA: Corwin Press.

Keeley, P., & Tobey, C. R. (2011). *Mathematics formative assessment: 75 practical
 strategies for linking assessment, instruction and learning*. Alexandria, VA: ASCD.

Tuttle, H. G. (2009). *Formative assessment: Responding to your students*.
 Larchmont, NY: Eye on Education.