**Module Three: Assessment**

**Leader's Guide**

**Introduction**

Module three follows the same general format as modules 1 & 2. It has the following four parts:

* Part One: Growth & Discussion
* Part Two: Planning & Implementation
* Part Three: Reflection & Revision
* Part Four: Extension Options

The inservice video and the handout are the main resources for part one. Part two involves information on the handout, and part three requires a second meeting.

There is also a *Discussion Forum* area where principals and faculty members are encouraged to ask questions of or share results with the instructor and faculties from other schools. Teachers can make posts, attach student work samples, and respond to others' posts.

**Part One: Growth & Discussion**

**Video:** The video is 52 minutes long when watched straight through. There are six opportunities for discussion. If faculties spend five minutes on each discussion, you will need to plan an additional 30 minutes for discussion time.

**Handout:** There are two handouts. The first handout is six pages long. It includes the discussion questions with room to write answers on the handout. It also contains the directions for Parts Two to Four and a worksheet to help implement the strategies discussed in the video.

The second handout is two pages long and it is a quick reference guide for a variety of assessment strategies. Principals can either print the handouts off and distribute to the teachers, or you can ask each faculty member to download and bring to the meeting.

**Options:** There are several ways a faculty my complete Part 1: Growth & Discussion.

*Option 1 - Group View and Discussion (90 Minutes):*The principal schedules a 90 minute meeting time when all faculty will view and discuss the video together, following the on-screen and handout discussion prompts. Faculty members plan their implementation strategies privately.

*Option 2 - Group View & Planning (60 Minutes):*The principal schedules a 60 minute meeting time when all faculty will view the video together without stopping to discuss. After the video, the faculty members work through the implementation worksheet in the handout.

*Option 3 - Private View & Group Discussion (45 - 60 Minutes):* The principal schedules a 60 minutes meeting time and asks faculty members to view the video before the meeting date. Faculty members fill in the handout and bring it to the meeting to discuss the video. The principal will ask questions and/or play video excerpts to help the group recall important points. The group then, plans implementation of strategies together.

**Part Two: Planning & Implementation**

This step is critical for faculty members to extend the learning and put it into practice. Careful attention is necessary to help teachers remember what they learned and ensure it is actually implemented. Some planning suggestions are made in the video and listed on the handout. The principal is encouraged to have the faculty work on their written implementation plans together for three reasons: 1) the concepts are fresh in their minds, 2) their peers can be used for support, and 3) a written plan increases the likelihood that the strategy will be practiced prior to one day before the next meeting.

**Part Three: Reflection & Revisions**

In this step, the teachers report back to the group what they did and how it worked. They also bring student work samples that show evidence of student learning. Busy faculty may be tempted to skip this step entirely, or in part, but completing this step is key to increasing your professional community. There are three important aspects of Reflection & Revision.

*Teacher Reporting:* This aspect helps hold teachers accountable for their plans and helps teachers learn more about each other's professional practice. It builds trust and respect.

*Student Work Samples:*While the student work samples may not relate directly to the learning target and background knowledge strategies, they do help focus the teachers' attention on student learning rather than their actions. Student learning is reason we teach, plan lessons, and try to improve.

*Peer Feedback:* Time must be allowed for teachers to respond to each other's work. They can provide positive feedback, ask questions, and offer new ideas or alternative approaches. This conversation increases trust and builds professional collegiality. It changes the conversations at recess and after school from complaints about students, parents, and staff to conversations about student learning and school improvement.

**Options:** There are two options for this conversation.

*Option 1 - Separate Reflection Group Meeting:* Schedule a second meeting and work as a whole group or similar grade level groups, depending on faculty size. Take turns sharing and reviewing.

*Option 2 - Combined Reflection & Module Group Meeting:* Plan a longer module 3 inservice meeting and schedule the first part of the meeting to allow for sharing and reviewing. While eliminating a second meeting time, the dual focus makes the next module longer and makes it more difficult for teachers to focus on the reflection and the new module.

**Part Four: Extension Options**

The extensions are included to provide opportunities to learn more on the topics of assessment. The video is a brief summary of all that is known. You may print the articles for the teachers or direct them to access them from Moodle. They can be presented as an option or assigned for later discussion.

**Discussion Forum**

The discussion forum enables principals and teachers to maximize the opportunity to connect with the instructor, other principals, and fellow teachers. A larger community of learners is fostered when people pose questions or share results with others. Teachers can being a new post to write a comment or questions and attach documents for others to see. Teachers can also reply to others.