

# Enclosures for Packet #3



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## **Workshop Materials**

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## **Worksheets for Workshops #5 –#8**

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 Worksheets for Workshops #6 and #7	p. W-97 to W-118
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**Workshop #5**  
**March 24, 1998 • Content Guide—Michael Hibbard**

# ***You WILL Be Tested on This!***

## **Standardized Testing**

Worksheets for Workshop #5 can be found on pages W-70 to W-96.

### ***Pre-Workshop Assignment for Workshop #5***

1. Please bring a sample of math or science items from a standardized test that is used in your school. If possible, include multiple choice items *and* open-ended items which require students to construct a response. *(If you cannot get copies of your school's standardized test, or if your school doesn't have a standardized test, we have provided several math and science test items from a variety of grade levels in the worksheets — see pages W-70 to W-96. Select from these pages the item(s) that you will work with during this workshop.)*
2. Make a list of the special test-taking skills that you need to teach your students for them to be more successful on the test items you've chosen above. These test-taking skills should be related to the format of the questions on the test rather than to the content of those items.

### ***About the Workshop***

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In what ways do standardized tests cause us anxiety and in what ways are these tests helpful in our work to improve student performance? During this workshop we will look at multiple choice and other “forced choice” items, as well as open-ended performance-type items on standardized tests. From an analysis of both types of test items, we will discuss strategies for designing classroom activities and tests that respond to the content and particular format of these standardized test items. Strategies include listing the content of the test items, identifying specific test-taking strategies needed, and motivating students to pay attention and do their best. Finally, we will look at ways of presenting data on student performance to students, parents, and others to describe both the degree to which students are attaining high goals and the degree to which students are improving their own past performance.



## ***Suggested Strategies to Use Standardized Tests to Inform Our Teaching***

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Work with other teachers to study the **science and/or math part** of the standardized test used in your school and try the following:

- List the specific content that is tested by those standardized tests.
- Find the specific place(s) in your curriculum where you cover that content. Do you need to adapt your curriculum to include different content or change the sequencing of the content you do cover?
- Identify each type of format that the test uses to state a question or ask for a response from the student. What “tricky” or unusual formats are used? How would you teach students to be comfortable with those formats?
- Identify specialized or unusual vocabulary used in these standardized test items. How would you weave those vocabulary words into your teaching?
- For open-ended responses, how are students required to give their response? Are drawings and written responses required? Do the scoring rubrics help you know what the scorers are looking for? What “rules of the road” would you give your students about how to make their written responses earn higher scores?
- Design both multiple choice and open-ended items for your curriculum that you can use in your classroom as a regular part of your instruction. These test items will incorporate all you have learned about how to make test items that are both useful to you and help your students improve their performance on standardized tests. Consider planning a sequence of tests over several months to gently nudge your students to pay attention to multiple choice and open-ended items and do their best work.

## ***Post-Workshop Discussion Questions***

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1. In what ways are the items on the standardized test that is given to your students “on target” as far your curriculum is concerned?
2. What would a reporting system look like that told parents how well their sons and daughters were doing in reference to high goals, and how their children’s performance has changed compared to their past performance?



3. Report cards, parent conferences, portfolios, and other such strategies help parents understand how their sons and daughters are progressing. What would a classroom newsletter look like that gave the parents of the students in your classroom specific and objective information about the quality of student performance in your classroom?
4. We can all complain about why students are not performing well. What specific actions can we take that will improve student performance — including their performance on standardized tests?

## ***Related Resources***

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**Please also refer to the resources list for Workshop #1 on pages 4-5.**

The following resources are published by Region 15 Public Schools, 286 Wittemore Road, Middlebury, CT 06762.

### ***Books***

A Teacher's Guide to Performance-Based Learning and Assessment.

Improving the Performance of All Students: A Partnership Between State Testing and Classroom Practice.

### ***Video***

Developing Performance Assessments

### ***Collections of Performance Tasks and Assessment Tools***

Performance Tasks and Assessment Lists for Science

Elementary Grades Collection

Middle Grade Collection

High School Collection

Performance Tasks and Assessment Lists for Math

Elementary Grades Collection

Middle Grade Collection

High School Collection

Performance Tasks and Assessment Lists for Literature

Primary Grade Collection

Elementary Grades Collection

Middle Grade Collection

High School Collection



**Workshop #6**  
**March 31, 1998 • Content Guides—Mary Hibert Neuman and Jude Pelchat**

# ***That Would Never Work Here!***

## **Seeing Assessment Reform in Action, Part I**

Worksheets for Workshop #6 can be found on pages W-97 to W-118.

### ***Pre-Workshop Assignment for Workshop #6***

1. Please read the articles from the *Journal of Staff Development* (“Using Reflective Questioning to Promote Collaborative Dialogue” and “Instructional Growth Through Peer Coaching”) enclosed after page 25, and bring them with you to Workshop #6.
2. Having read these articles, what is your current understanding regarding the professional practices of “collaborative dialogue” and “peer coaching”? What do you perceive as the potential benefits and drawbacks of such practices? Please write the answers to these questions in your journal.

### ***About the Workshop***

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Research by Michael Fullan (1993), Judith Warren Little, Milbrey McLaughlin and her colleagues (1990, 1993), as well as the TIMSS report cite the benefits of developing collegial, collaborative relationships among school personnel. The data show that teachers who belong to professional communities that support personal growth and learning report very high levels of commitment to teaching and to teaching all students.

In this program, we will follow the stories of Barbara, a math teacher in Whittier, California, and Scott, a science teacher in Louisville, Kentucky, as they share their experiences in developing assessment within their teaching practice. These educators work in cohesive, collegial environments with teams of colleagues who help them examine their teaching practices and devise teaching and assessment strategies to address the needs of all students. Barbara and Scott invite colleagues to examine their work in order to explore its strengths and weaknesses and to offer suggestions for change.

Sharing one’s work with colleagues and visiting each others’ classrooms can be perceived as risky and can produce much anxiety. Yet, in their willingness to “go public” with their teaching and learning, Barbara and Scott will join us in the studio during this workshop as we observe their classrooms and provide responses to their work.



## ***Suggested Strategies for Testing the Value of Peer Collaboration*** —

In order to fully understand the process of working collaboratively with colleagues it is necessary to participate in such activities. Here are a few strategies you might try:

- Choose a partner from your school — someone you trust and with whom you feel comfortable. Ask your colleague to observe your class for approximately 10 minutes. Prior to the observation, talk to each other about the context of the lesson and decide on a particular aspect of your practice on which you would like to receive feedback. Give your partner a question on which to focus, such as, “What types of questions do I ask — Those requiring only recall? Those calling for analysis and application of prior knowledge? Etc.” or, “In giving directions to my class, were my instructions clear and easy to understand? Why? Why not?” Ask your partner to collect specific data to be used in answering your question and to jot down probing questions that might enhance your thinking. Following the observation, discuss the data collected and the questions raised by your partner. Write in your journal about your own learning from this experience.
- To increase your observation and feedback skills, watch, with two or three colleagues, a videotape of someone teaching a math or science class. Script the videotape and collect data to share with the teacher. With your colleagues select a person to role-play the teacher. With each person taking a turn, share your feedback.
- Select two to three colleagues from your viewing site or your school and share one of your lessons or student work based on that lesson. As the presenter, start by giving a quick overview of the context of the work. You may want to highlight a particular issue or problem you are having. After your brief presentation your colleagues should ask you clarifying questions. This is not a time for discussion; just answer the questions. Once the questions have been answered, the two or three teachers talk to each other about your lesson or the student work. The conversation should be about strengths and gaps. You as the presenter should remain quiet, listen, and take notes. The presenter then responds to the ideas suggested, followed by a whole group discussion. Once you have shared your work with colleagues, write about the experience in your journal.

## ***Post-Workshop Discussion Questions*** —

1. Recall a situation in which you worked collaboratively with a group of adults outside of your school. What elements, in the ways in which you worked within the group, made that a positive experience? What aspects of the collaboration did you find most difficult?
2. Think about your school setting. What needs to be in place in your school to allow you to participate in peer coaching and/or collaborative dialogue? Describe necessary changes in the schedule, in opportunities to communicate with your colleagues, etc. How would you establish the relationships necessary for effective collaboration?



3. It is easier to participate in a “risky” experience when one has a support system. Select something that might be perceived as a risky experience, e.g., a significant change in practice involving assessment in your classroom. Find support among your colleagues and invite that support (e.g., a trusted colleague) to observe your implementation of the change in your classroom. Write about your experience.

## **Related Resources**

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Cushman, K. (1996, November) Looking Collaboratively at Student Work: An Essential Toolkit. *Horace*, (13) 2.

Darling-Hammond, L. (1998, February). Teacher Learning that Supports Student Learning. *Educational Leadership*, (55) 5, 6-11.

Fullan, M. (1993). *Change Forces*. New York: The Falmer Press.

Kruse, S. and Louis, K. S. (1995, Spring). Teacher Teaming—Opportunities and Dilemmas. *Brief to Principals*. Center for Organization and Restructuring of Schools, (brief no. 11).

Lee, G. V., and Barnett, B. G. (1994, Winter). Using Reflective Questioning to Promote Collaborative Dialogue. *Journal of Staff Development*, (15) 1, 16-21.

Lieberman, A. (1995, April). Practices That Support Teacher Development. *Phi Delta Kappan*, 591-596.

Little, J. W. (1990). Teachers as Colleagues. in Lieberman, A. (Ed.). *Schools As Collaborative Culture: Creating the Culture Now*. New York: The Falmer Press.

Little, J. W., (1992). Teachers’ Professional Development in a Climate of Educational Reform, paper prepared for the Consortium on Policy Research in Education. University of California, Berkeley.

Munro, P., and Elliot, Jack. (1987, Spring). Instructional Growth Through Peer Coaching. *Journal of Staff Development*, (8) 1, 25-28.

Neill, M., Bursh, P., Schaeffer, B., Thall, C., Yohe, M., Zappardino, P. (1998) *Implementing Performance Assessments—A Guide to Classroom, School and System Reform*, Cambridge, MA: The National Center for Fair & Open Testing.

*Principles and Indicators for Student Assessment Systems*, Cambridge, MA: National Forum on Assessment, c/o The National Center for Fair & Open Testing.



Rorschach, E., and Whitney, R. (1986, Winter). Relearning to Teach: Peer Observation as a Means of Professional Development. *American Educator*. 38-44.

Saphier, J., Gower R. (1997) *The Skillful Teacher, Building Your Teaching Skills*. Carlisle, MA: Research for Better Teaching, Inc.

Showers, B. and Joyce, B. (1996, March) The Evolution of Peer Coaching. *Educational Leadership*, (53) 6, 12-16.

*Standardized Tests and Our Children: A Guide to Testing Reform*, Cambridge, MA: The National Center for Fair & Open Testing.

### ***Curriculum Material Reference***

Pendleton, Y. J., and Farmer, J. D. (1997, July). Life: A Cosmic Imperative. *Sky and Telescope*, 94, 42.

Petersen, C. C. (1997, October). Welcome to Mars. *Sky and Telescope*, 94, 34.

Begley, S. (1997, July). Pathfinder's Mission. *Newsweek*, p. 22.

### ***URLs***

#### **Planetary Sciences at the National Space Science Data Center**

[http://nssdc.gsfc.nasa.gov/planetary/planetary\\_home.html](http://nssdc.gsfc.nasa.gov/planetary/planetary_home.html)

#### **NASA Budgets**

<http://spacelink.nasa.gov/NASA.Overview/NASA.Budgets/.index-text.html>

#### **NASA Homepage**

<http://www.nasa.gov/>

#### **Mars Pathfinder-Welcome to Mars**

<http://mpfwww.jpl.nasa.gov/default.html>

#### **Office of Space Science Homepage**

<http://www.hq.nasa.gov/office/oss/missions/index.html>

#### **Mars Pathfinder Science Results**

<http://www.jpl.nasa.gov/marsnews/science.html>



**Mars Missions News & Information**

<http://www.jpl.nasa.gov/marsnews/science.html>

**Mars Pathfinder Fact Sheet**

[http://mars.primehost.com/mpf/fact\\_sheet.html](http://mars.primehost.com/mpf/fact_sheet.html)

**Information about the Rover**

[http://mars.jpl.nasa.gov/rover/faqs\\_sojourner.html](http://mars.jpl.nasa.gov/rover/faqs_sojourner.html)



## Workshop #7

April 7, 1998 • Content Guides—Mary Hibert Neuman and Jude Pelchat

# ***That Would Never Work Here Either!***

## **Seeing Assessment Reform in Action, Part II**

Worksheets for Workshop #7 can be found on pages W-97 to W-118.

### ***Pre-Workshop Assignment for Workshop #7***

1. Please bring a list of the ways you involve students in assessing themselves and other students. Are there any strategies that have worked better than others? Why? Be prepared to share your comments with colleagues.
2. Please bring with you to Workshop #7 the unit or lesson plan that you have been working on throughout this series.

### ***About the Workshop***

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Engaging students in the assessment of their performance and linking instruction and assessment helps students to improve their achievement. There are numerous ways to accomplish this. For example, you might involve students in developing performance criteria, encourage students to evaluate their own or each other's performance, or share evaluation criteria with students at the start of a lesson or unit. In this program we continue to follow Barbara and Scott as they use assessment to encourage their students to improve their performance.

### ***Suggested Classroom Strategies***

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1. Select an activity such as graphing, writing a lab report, designing an experiment, or writing out in words how to solve a mathematics problem. In small groups, ask the students to brainstorm criteria for producing an effective product. Using the criteria developed by the students, have the students carry out the activity. Let them assess their work using the criteria they developed.
2. Select one of the activities presented in Workshop #7 (those in which students critique their own work or the work of other students) — preferably one that you have not used before. Try the activity in your classroom and write in your journal about whatever you learned from this experience.



## **Post-Workshop Discussion Questions**

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1. We have connected assessment directly to instruction by involving students in the development of criteria. Do you agree with this practice? Why or why not?
2. As you think about asking students to assess themselves and each other, what are some of the concerns and issues raised? Share your concerns with a colleague and brainstorm possible ways to deal with these concerns.
3. In using performance based assessment and group tests, how can you incorporate individual accountability?
4. We have argued that it is very important for students to accurately assess their own achievement, and that this practice will motivate students to want to achieve. Do you agree or disagree with this statement, and why?

## **Related Resources**

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Darling-Hammond, L., Ancess, J., and Falk, B. (1995). *Authentic Assessment in Action: Studies of Schools and Students at Work*. New York NY: Teachers College Press.

Hart, D. (1994). *Authentic Assessment: A Handbook for Educators*. Menlo Park, CA: Addison-Wesley Publishers.

Herman, J. L., Aschbacher, P. R., and Winters, L., (1992). *A Practical Guide to Alternative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, B., (1996). *The Performance Assessment Handbook, Volume 2 Performances and Exhibitions*. Princeton, NJ: Eye on Education.

Neill, M., Bursh, P., Schaeffer, B., Thall, C., Yohe, M., Zappardino, P. (1998) *Implementing Performance Assessments-A Guide to Classroom, School and System Reform*, Cambridge, MA: The National Center for Fair & Open Testing.

Newmann, F. M., Secada, W.G., and Wehlage, G. C. (1995). *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring*. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin.

*Principles and Indicators for Student Assessment Systems*, Cambridge, MA: National Forum on Assessment, c/o The National Center for Fair & Open Testing.

Saphier, J., Gower R. (1997) *The Skillful Teacher, Building Your Teaching Skills*. Carlisle, MA: Research for Better Teaching, Inc.



*Standardized Tests and Our Children: A Guide to Testing Reform*, Cambridge, MA: The National Center for Fair & Open Testing.

Stiggins, R.J. (1994). *Student-centered Classroom Assessment*. New York: MacMillan Publishing Company.

Wiggins, G.P. (1993) *Assessing Student Performance: Exploring the Purposes and Limits of Testing*. San Francisco, CA: Jossey-Bass.



**Workshop #8**  
**April 14, 1998 • Content Guide–Michael Hibbard**

# ***When I Was in School...***

## **Implementing Assessment Reform**

Worksheets for Workshop #8 can be found on pages W-119 to W-124.

### ***Pre-Workshop Assignment for Workshop #8***

1. Please make a list of the changes in curriculum, instruction, and testing/assessment that have occurred during your tenure as a teacher. Then answer the following questions about those changes:
  - Which ones have lasted? Why do you think those particular changes lasted?
  - Which ones have had the greatest influence on improving student performance? Why?
  - Which change was handled in the most professional way in your school or school district? What specific actions made you feel positive?
2. Read the article “Building Teacher Portfolios” from *Educational Leadership* enclosed at the end of these workshop materials (p. 31).

### ***About the Workshop***

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Good ideas are not worth much if we cannot implement them in our classrooms. We are often frustrated by a change process that comes at us too fast and with too little support and then disappears after a year or two. We learn to “hold our breath and duck” each time a “new idea” emerges. During this workshop we will discuss the characteristics of change processes that *do* work. We will study the role principals, parents, and students play in the change process, but we will emphasize what we can do alone or with one or two colleagues without much support from the administration. The goal of this workshop is for you to leave with a few specific actions that you can take to improve student performance in math and/or science in your classroom.



## Suggested Strategies

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Throughout this series, you have been working with a unit of instruction that you will use as a regular part of your instruction. Within that unit you have been creating a performance task that will serve both as a learning activity for your students and an opportunity for you to assess the ways and degrees of their understanding. Continue working on that unit and its performance task. Some steps along that path are:

1. Decide on what you want your students to learn and the type(s) of understanding you are after. It helps to select a very specific target for student performance. Examples include:
  - Improve the accuracy of plotting of data and the use of clear and accurate labels on a bar graph (or a line graph or circle graph).
  - Improve the use of writing that contains three clear and accurate main ideas and at least three accurate supporting details for each main idea. (Specify the main idea according to the content of your unit.)
  - Improve the analysis of a word problem that the student does before beginning to solve that problem.
  - Improve the use of the thinking skill “infer with supporting data.”
  - Improve the students’ ability to ask questions that show that they are applying what they know to learning about a related topic.
2. Make a list of the specific actions you can take in your own classroom to reach the target you identified above for improving student performance. Organize your list in these categories:
  - What to include in the curriculum and how to sequence those elements
  - Instructional strategies
  - Ways to include students actively in the change you are attempting to make
  - Instructional materials to use
  - Creative ways to use time
  - Changes you would make in tests and assessment
  - Plans to have fun while improving student performance
  - On a calendar, make a plan to implement your ideas. Start small.
3. Plan the assessment task(s) you will use.
  - Construct the multiple choice or other forced-choice test items you will use.
  - Construct the open-ended task. Ask yourself these questions:
    - (a) Does this task get at the math or science content it is intended to target?
    - (b) Does this task get at the type(s) of understanding it is intended to elicit?
    - (c) Is this task at the right level of complexity?
      - What thinking skill verbs are used?
      - How long will the task take?



- Are there intermediate steps towards the final product?
  - Are students skilled enough with the format of the final product called for by this task?
  - Are the students' work habits up to this task?
- (d) Can students do well on this task if they do not know the math or science?

4. If possible, work with one or two colleagues. You may each have your own targets for improving student performance or you may have the same target. Bounce ideas off one another. Plan to meet regularly — about once every two weeks — to share accomplishments and describe your next steps.
5. Plan for ways to involve your principal.
6. Plan for ways to involve students in helping to set the goals to improve their performance in the target areas you have identified.
7. Plan for ways to gain the support of parents.

### ***Post-Workshop Discussion Questions***

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1. How could you use the “Scouts, Pioneers, and Settlers” model in your school?
2. How could you help your principal lead an effective change process?
3. How could students and parents be partners in the change process in a positive way?
4. What are the “rules of the road” (no more than seven) you would give to yourself to help you carry out a change process in your classroom that would improve the performance of your students?
5. How could you form collaborations among teachers in your school to help each other plan and implement changes that will improve student performance?

### ***Related Resources***

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**Please refer to the resources list for Workshop #1 on pages 4-5 and for Workshop #5 on page 20.**