

Professional Certification Class Agenda
December 11, 2008
4:00-7:00pm

Entry Task

Overview of tonight's class and objectives

Review Homework: (Make certain your name is on each assignment)

- High, medium, low chart ([Template](#))
 - 1. Bring evidence of hi/med/low (same item)
- [Stiggins article](#) –
 - 1. What "streaks" the 3 students are on?
- What evidence do you have that could be used to show differentiation?

Objectives:

- Teachers will have an overview of the pieces we will do with each criteria
 - Research
 - Examine evidence
 - Self-assess
- Teachers will have an understanding of 1(b)
 - Teacher actions
 - Students actions
 - Possible evidence to collect
 - Personal assessment of 1b descriptors

Activities:

- Writing up personal learning objectives
 - Reviewed to date
 - 1 (c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment;
 - 1(d) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student
 - 2 (a) Evaluating the effects of his/her teaching through feedback and reflection;
- Standard 1: Criteria 1b
 - Vision of active student involvement – knowing what is being assessed
 - Seven Strategies – Stiggins, Chappius, Arter
 - Examine evidence
 - Self-Assess (*Next Class*) (1b Continuum)
 - To be completed after examination of evidence

Homework

- **Make certain you emailed your [Professional Priorities](#) to Tessa**
- **Bring to next class –**
 - **Revision** of high, medium, low chart ([Template](#)) [Revision NOTES 1-27-09](#)
 - Research **article** regarding student-involved assessment for your particular context
- **Be prepared to discuss:** "What evidence do you have that could be used to show student-involved assessment?"

NOTE: We discovered during class that November 1D continuum had different standards on the back.
[Revised 1D Continuum](#)

OSPI – Evidence of Descriptors: 1b

- Samples of various assessments used on a variety of learning targets, student articulation of why the assessment was used to measure this particular performance of a learning target
- Survey of fairness of assessments and judgments of their work and behavior, samples of assessment tools being used by the students
- Peer assessments, artifact of peer assessment process, scoring criteria, video of students discussing each other's work
- Video of conferences with teacher, reflections of how best work is used by teacher for assessment, notes from conference with teacher about learning, journal entries about comparing records with teacher, analysis attached to every evidence chosen by student for portfolio of why this is best work
- Evaluation of data received from action research and how used to modify instruction (include several examples), observation notes on how teacher used feedback during instruction to modify instruction
- Artifact of strategies to use with variety of assessments; student work demonstrating practicing assessment of own work; portfolio entries with student reflections; written entries on what they achieved, what they learned well, what is missing, what they need to do to complete learning, what need to do differently next time
- Artifacts of record keeping by students and reflection using records

Progress Check-In

What are you discovering about the professional certification standards of practice?

What have you learned so far?

What questions do you have?