

Professional Certification Class

January 25, 2007, 4:00-7:00pm

Agenda

Warm-up

- Table talk
 - What ideas or questions have come up for you regarding your Professional Growth Plans?

Topic: Assessment

I. (b) Using a variety of assessment strategies and data to monitor and improve instruction

- Assessment OF and FOR Learning – Chalk Talk
 - Practice 1: Use summative assessments to frame meaningful performance goals.
 - Practice 2: Show criteria and models in advance.
 - Practice 3: Assess before teaching.
 - Practice 4: Offer appropriate choices.
 - Practice 5: Provide feedback early and often.
 - Practice 6: Encourage self-assessment and goal setting.
 - Practice 7: Allow new evidence of achievement to replace old evidence.
- PowerPoint
- O'Connor's How to Grade For Learning: Linking Grades to Standards
- Other assessment links
 - [Assessment Training Institute](#)
 - WERA – Making the Grade – March 28, 29, 30
 - EPS (TBA) – August Conference – August 8 & 9
 - [1096NWU - Using and Creating Performance Tasks for Assessment](#) Feb 15
 - [Designing Performance Assessments \(Online Class\)](#)

Pro Cert Requirements cumulative

- Classroom Inquiry Project
- [Professional Certification Checklist](#)
- [Professional Growth Plan Model](#)
- Professional Growth Team Member

Homework for February 8, 2007

Educational Leadership October 2003, Volume 61, Number 2 *Raising Expectations for the Gifted*
Coleen Willard-Holt p. 72 - 75

Be prepared to discuss the article on February 8 by completing the following activity:

- Choose 3 of the 5 strategies discussed in the article.
- How do you or how would you adapt these strategies so that you can use them in your classroom?

Optional: This particular issue of Educational Leadership addresses diverse learners, the topic of our class on February 8. You may want to read some of other articles in this issue.

Keep in mind – Everyone will need to have a transcript equivalent course in Issues in Abuse

[1109NWU - On-line Issues of Abuse](#)

(1/29/07 - 2/26/07)

[1119MWU - On-line Issues of Abuse](#)

(4/23/07 - 5/28/07)

Classroom Management Links

[1110NWU - Get and Hold Student Attention](#) April 20 & 21

[1157NWU - Behavior Management for Regular Education Teachers /Special Education Students](#)

(3/19/07 - 3/22/07)

[WEA Class Online – Classroom Management](#)

Assessment Bibliography

- Black, P. et al. (2003). *Assessment for Learning: Putting it into Practice*. New York: Open University Press.
- Chappuis, J. and Chappuis, S. (2002). *Understanding School Assessment: A Parent and Community Guide to Helping Students Learn*. Portland, OR: Assessment Training Institute.
- Cushman, K. (2003). *Fires in the Bathroom: Advice for Teachers From High School Students*. New York: The New Press.
- DuFour, R. et al. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, Indiana: National Educational Service.
- Guskey, T.R. and Bailey, J.M. (2001). *Developing Grading and Reporting Systems for Student Learning*. Thousand Oaks, CA: Corwin Press Incorporated.
- Johnston, P. H. (2004). *Choice Words: How Our Language Affects Children's Learning*. Portland, ME: Stenhouse Publishing.
- Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria, VA: ASCD.
- O'Connor, K. (2002). *How to Grade for Learning: Linking Grades to Standards*. Arlington Heights, IL: SkyLight Professional Development.
- Stiggins et al. (2004). *Classroom Assessment for Student Learning*. Portland, OR: Assessment Training Institute.