

Teacher Learning Teams to Enhance Classroom Assessment

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Overview of presentation

- Project Goals
- Project Design and Timeline
- Research Design
- Current Status
- How did we get there?

Project Goal #1

- **Goal 1** – Develop and implement a practitioner- and research-based vision of a comprehensive and balanced assessment system.

Project Goal #2

- **Goal 2** – Build state leadership capacity and support each state’s technical assistance to districts and high schools in providing high quality professional and leadership development in balanced assessment systems and specific practices of assessment for learning.

Project Goal #3

- **Goal 3** – District/ high school teams begin to implement a vision of assessment for learning in schools and classrooms.

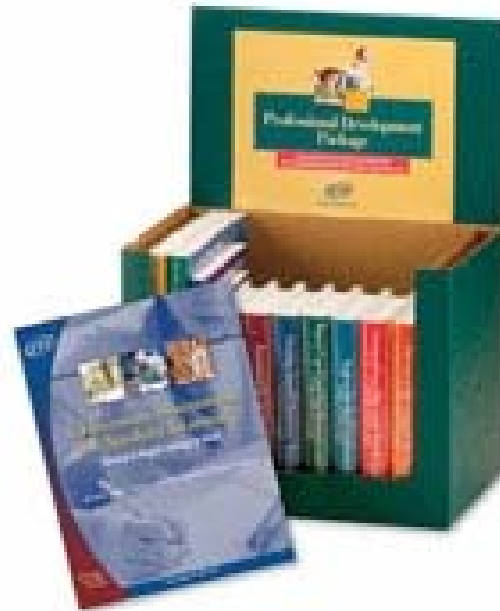
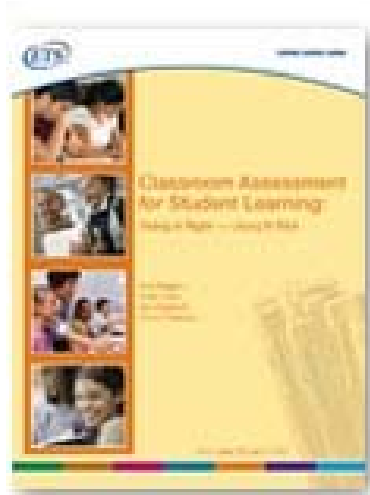
Project Goal #4

- **Goal 4** – Generate and disseminate tools, techniques, and new knowledge to support future approaches to teaching and learning, while strengthening the commitment to all students learning at higher levels.

Project Design Overview

- 10 participating states
- 30 high schools
- Training and support for state teams
- State introduction of materials to schools
- State support of school teams
- School-based teams do the real work of learning and changing classroom practice

Project Materials



Project Timeline

- November 2006; Web orientation for state teams
- December 2006; Introductory meeting for state teams
- January - April, 2007; State recruitment of partnership schools
- March - June, 2007; Introduction of program to schools and teams
- May - September, 2007; Web-based sessions for state and school teams
- June, 2007; Second meeting of state teams
- June, 2007-present; Teacher teams working in schools

Ongoing supports

- Web-based seminars on various topics
- Web-based discussion board
- State team coaching and guidance

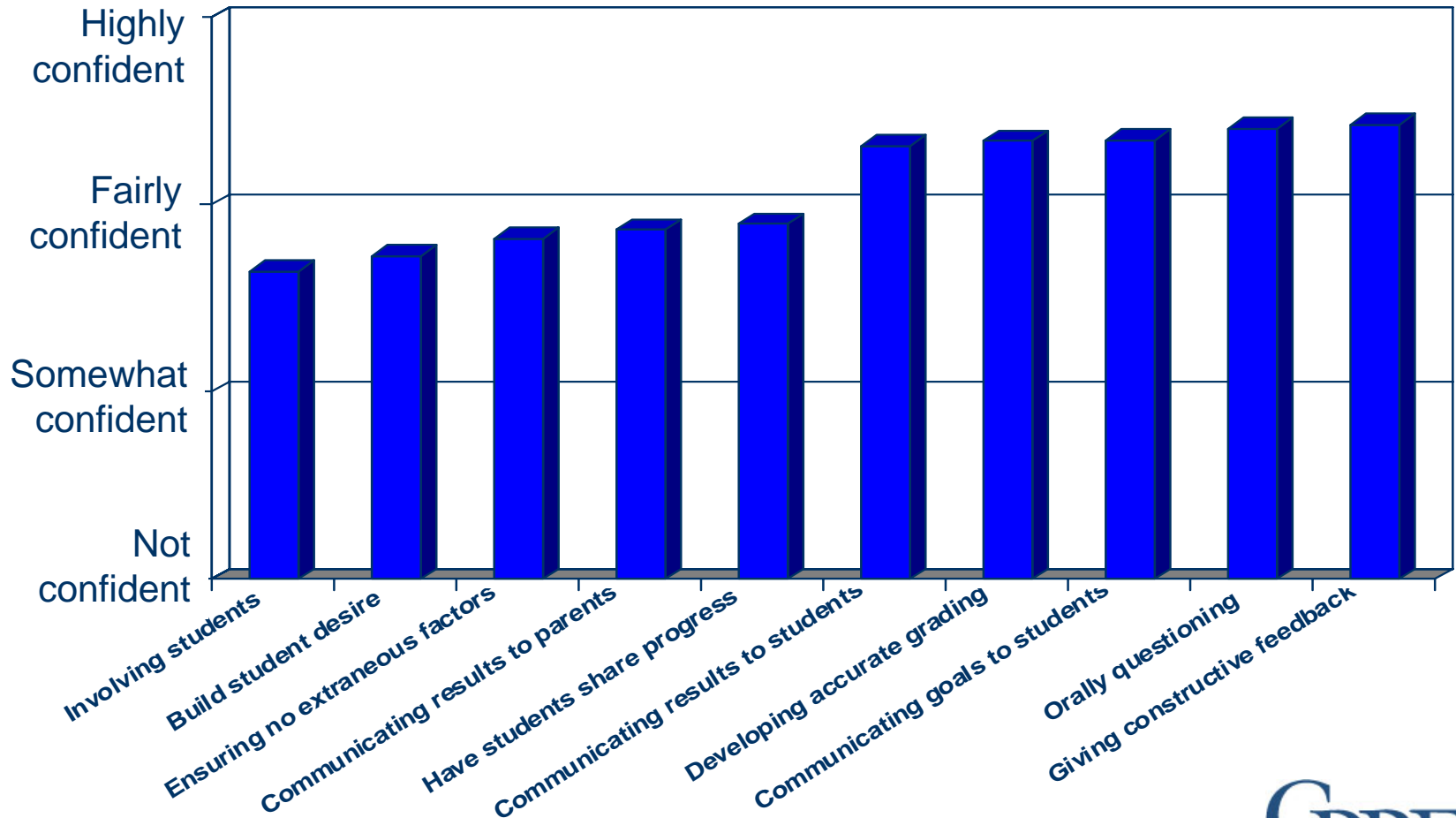
Research on this effort

- Surveys of 330 teachers in 5 participating schools
- Interviews
 - 10 state team leaders
 - 40 teachers and school administrators
- Observation of state team trainings and introductions of program to school staff

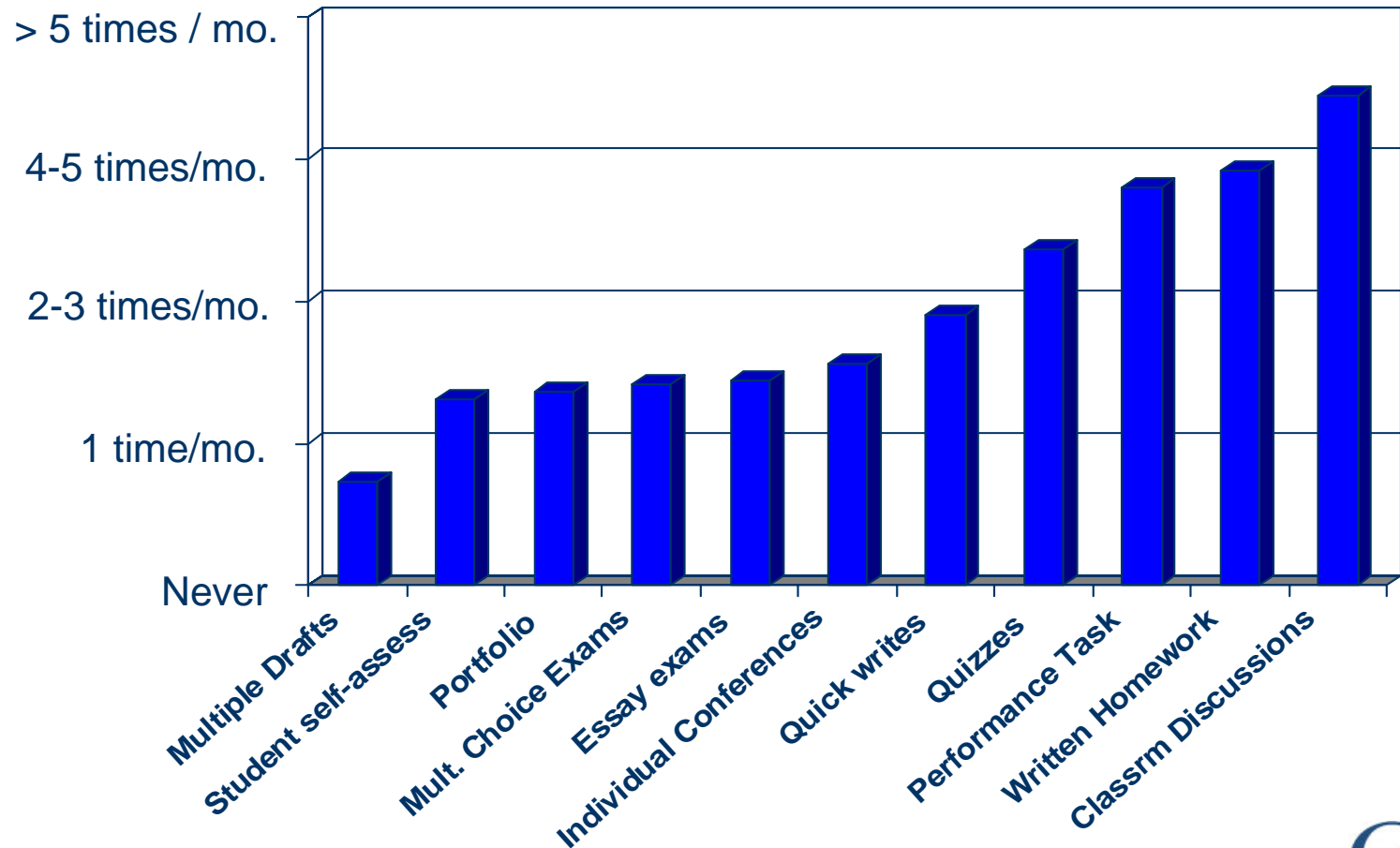
Teacher confidence

- How would you rate your overall understanding of classroom-based assessment practices?
- High (consistently ranked 3 on a 4-point scale)

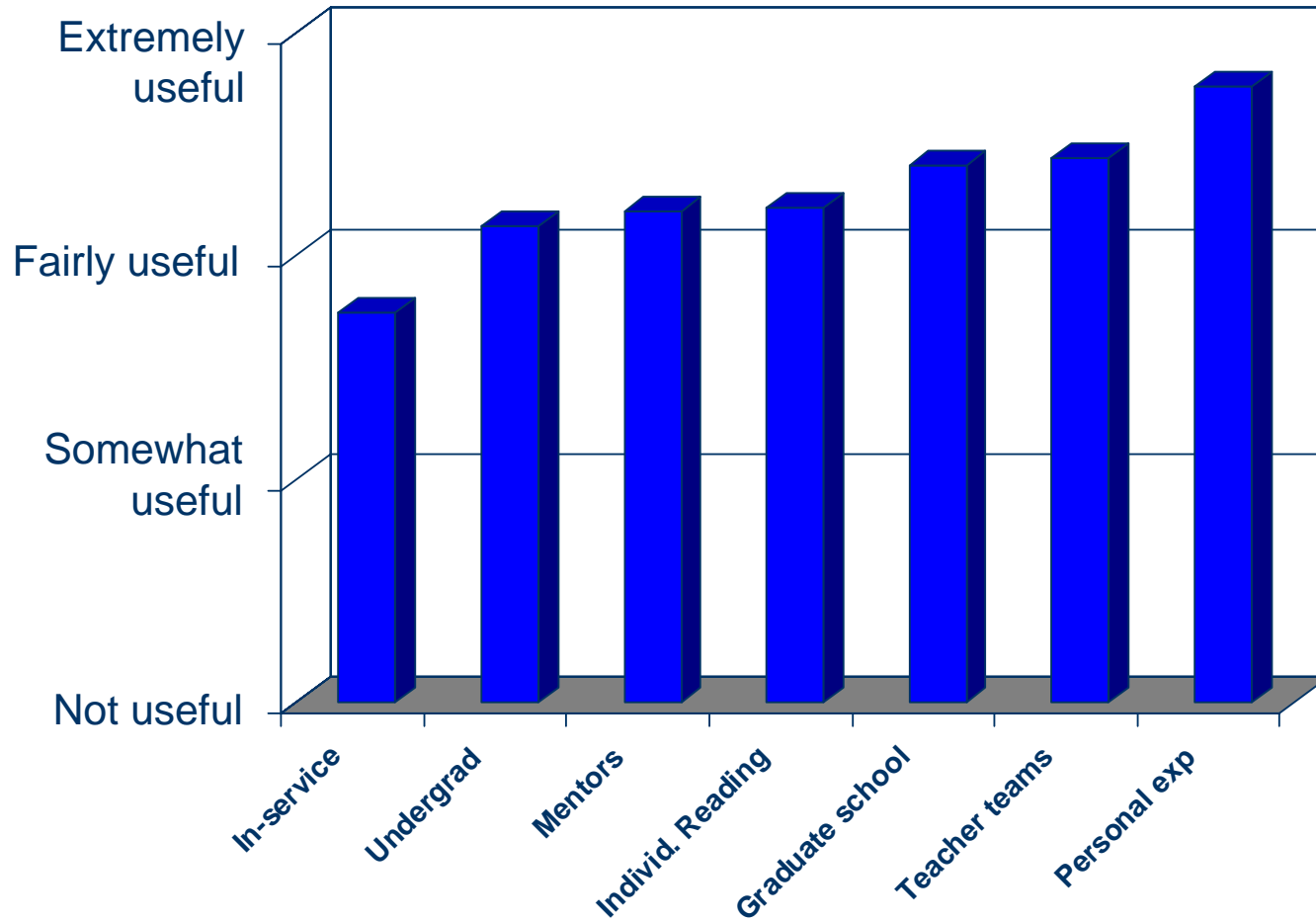
Levels of teacher confidence



Frequency of assessment practices



Sources of assessment knowledge



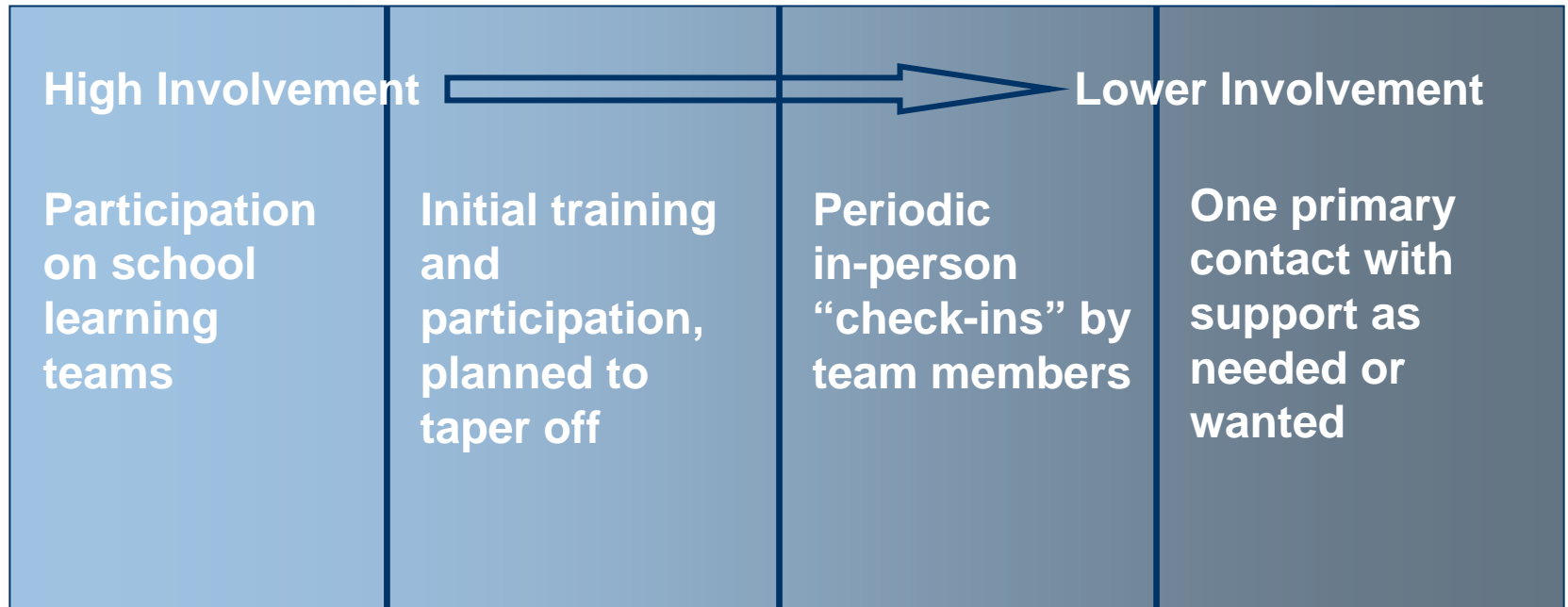
Where are we now?

- Teams are struggling to meet.
- Program materials and resources are being used in very limited ways.
- Little discussion of any significant change in classroom practice.
- School teams not entirely clear on the intended “outcome.”

How did we get here?

- State role
- District role
- School leader role
- Teacher role

Role of state teams



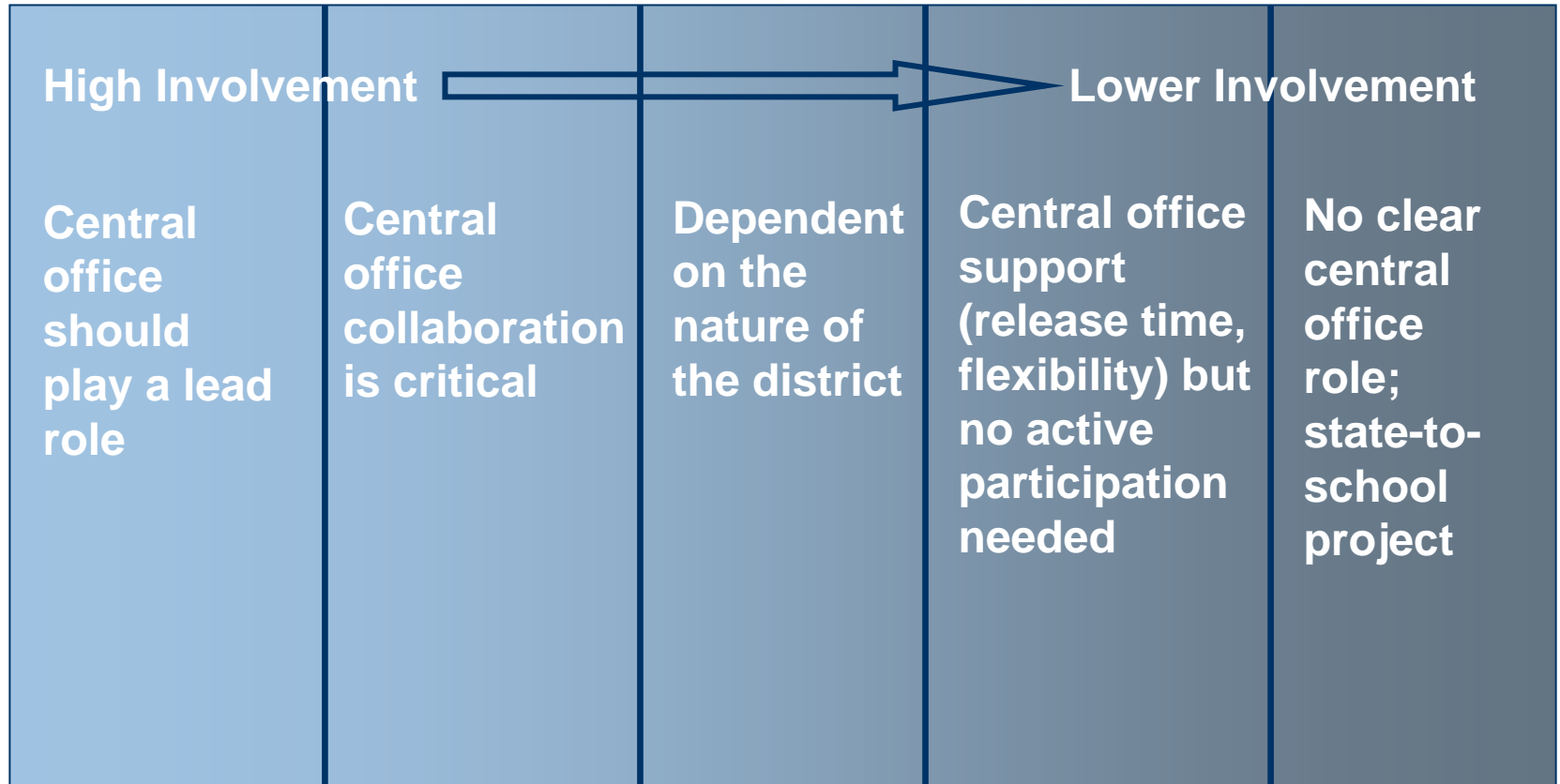
Common implementation challenges

- Recruiting schools
- Recruiting teachers
- Limited time among state team members
- Striking the balance between guidance and facilitation

Teacher response to state role

- Initial meetings were interesting but did not provide enough information to get started.
- Longer trainings were of limited use.
- The state is all about compliance. “How do we comply with the requirements of this grant?”
- Teachers are looking for experts and deadlines. These are not coming from the state.
- Need for validation and support.
- State testing and accountability.

Role of central office



Teacher response to central office

- Conflicting initiatives
- Simultaneous initiatives
- Pressure
- Systems

School selection

Common attributes

- Low performing
- Low income
- Receptive principals and/or superintendents

School selection

Common attributes	Unique attributes
<ul style="list-style-type: none">● Low performing● Low income● Receptive principals and/or superintendents	<ul style="list-style-type: none">● Schools with an ongoing relationship with the SEA● Close physical proximity● ELL or special needs students as a focus

School level challenges

- Pressure
- Performance
- Scale
- Systems
- Simultaneous initiatives

Learning team composition

- Building interdisciplinary teams to demonstrate the applicability of this program
- Focusing on subject areas or grade levels that have proven challenging for high schools
- Allowing individual schools to choose the focus

Team related challenges

- Common language
- Tradition
- Focus on individual students
- Facilitation
- Turnover
- Time

Principal Perspective

- Limited participation
- Lacking guidance and expertise
- Time commitment
- Scale
- Simultaneous initiatives

Individual challenges

- Not “real” volunteers
- Training
- Dealing with our limitations
- Time
 - Preparation
 - Enactment

Individual successes

- General appeal
- Student-friendly language
- Learning from special education
- Nothing succeeds like success

Ongoing modification

- Stronger state role.
- Clearer goals.
- Increased expertise.
- Learning from others' experiences.