ALN
ASSESSMENT LEARNING NETWORK

ASSESSMENT LEARNING NETWORK
2018−19

PREPARING TEACHERS TO DESIGN CLASSROOM ASSESSMENT FOR LEARNER AGENCY

WITH DR. JILL WILLIS

SESSION 3 − 4.12.2019
UNIVERSITY CLUB
LANSING, MICHIGAN

Welcome from
Michigan Assessment Consortium

It's not every day that American educators get to hear firsthand how their colleagues in other countries are carrying out their roles, or the contexts in which they learn and grow. Today's ALN session allows us that opportunity when we welcome Dr. Jill Willis. Together, we'll focus on preparing teachers to design classroom assessments that promote learner agency or ownership of their own learning.

Queensland's assessment system historically has been one where teachers have had the responsibilities of designing assessment, grading assessments, and assuring the quality of the grading. The current Queensland assessment system is experiencing radical change, including impact to teacher preparation courses, spurring a new focus on assessment. Two examples will illustrate how teachers are being prepared to design classroom assessment for learner agency—the first from a university teacher preparation course, and the second from a school-based project that links learner agency with system accountabilities.

We look forward to hearing student and teacher perspectives, specific examples of practice, select outcomes, and the context in which the work is occurring. We particularly appreciate the opportunity to consider, as Dr. Willis has described it, "two provocations about alignment and accessibility to invite discussion and new ways of thinking about this important link between teachers, classroom assessment, and learner agency."

As always, we are grateful for your participation in this unique professional learning community where we dedicate time to explore possibilities and learn from one another.

Kathy

Kathryn Dewsbury-White, Ph.D.
President & CEO, Michigan Assessment Consortium

ALN Norms

The Assessment Learning Network is a group whose purpose is to learn together. To support this learning, the following norms have been adopted.

Listen fully and reflectively

Seek to understand before being understood

Hold the experiences and revelations of others with care

Protect confidentiality

Challenge the limits of your potential

Think about how you might use what you learn to develop others' capacity to create balanced assessment systems

Agenda

9:00 am	Registration, Coffee, Networking
9:30 am	Welcome and Introductions
10:00 am	*Preparing Teachers to Design Classroom Assessment for Learning Agency* with Dr. Jill Willis
12:00 pm	Luncheon
1:00 pm	Q & A with featured presenter
1:45 pm	Dessert & Dialogue Facilitated conversation on presenter content
2:30 pm	ALN Member sharing
3:00 pm	Adjourn

New!

Assessment Learning Network website
www.michiganassessmentconsortium.org/ALN

ALN members and guests have **general access** to all archived videos and resources from ALN sessions from December 2016 – November 2018.

ALN members have **exclusive access** to videos and other resources from the **current 2018-19 ALN season**. Instructions were sent to you in November about how to set up your unique login credentials. Note login information below for convenient access.

Login: _____

Password: _____

Featured Presenter

JILL WILLIS, Ph.D., is Senior Lecturer for the School of Teacher Education and Leadership at Queensland University of Technology (QUT).

Dr. Willis is interested in learner agency—how all learners can be supported to feel confident and capable in their learning—and what social structures can support collective agency. This interest has led her to teach about assessment for learning, leadership of change, and research in areas such as assessment, learning spaces and middle leadership. Dr. Willis particularly enjoys working with teachers and school leaders who undertake higher degree learning and research.

Her research interests include:

- teacher and student agency
- classroom assessment practices
- digital feedback loops
- collaborative learning in physical and digital learning spaces
- leadership of change
- innovative qualitative research methodologies

Prior to her work at QUT, Dr. Willis spent 20 years working in Queensland state and independent schools as a teacher, Head of Department, and Director of Studies. At QUT she seeks out collaborative research opportunities with industry partners to address real world problems and generate research evidence that informs practice, policy, and theory.

Her academic credentials include a Doctor of Philosophy degree from QUT, a Master of Education degree from James Cook University of North Qld, a Graduate Diploma of Teaching (Secondary) from Kelvin Grove C.A.E., and a Bachelor of Arts degree from the University of Queensland.

Recommended Resources

- Adie, L. E., Willis, J., & Van der Kleij, F. M. (2018). Diverse perspectives on student agency in classroom assessment. *The Australian Educational Researcher*, 45(1), 1-12. https://link.springer.com/article/10.1007/s13384-018-0262-2

- The strengthening Senior Assessment project includes videos, underpinning theory and examples from classroom practice showing how teachers were designing classroom assessment for learner agency https://research.qut.edu.au/ssassessment/).

- Graham, L. J., Tancredi, H., Willis, J., & McGraw, K. (2018). Designing out barriers to student access and participation in secondary school assessment. *The Australian Educational Researcher*, 45(1), 103-124. https://link.springer.com/article/10.1007%2Fs13384-018-0266-y

- Other publications by Jill Willis—https://eprints.qut.edu.au/view/person/Willis,_Jill.html

Speaker resources are available to ALN members at michiganassessmentconsortium.org/ALN

Featured Presentation

Preparing Teachers to Design Classroom Assessment for Learner Agency

Improving teacher assessment capability is a topic of interest all around the world. For some the theory of action goes like this: if teachers were able to be better assessors, then their students would get better assessment scores. The danger of this idea is that when assessment becomes the focus of teaching, there are well documented negative side effects. The curriculum becomes dangerously narrowed, vulnerable student populations experience greater inequity, teachers experience increased workload as quality assurance systems become more and more detailed, and questionable strategies are pursued in the hope of never-ending growth. Teacher assessment capabilities in this case are often technical and associated with closely scrutinized routine accountability processes. Students are positioned as subjects or objects of assessment.

An Assessment for Learning (AfL) theory of action links improved teacher assessment capability to improving the capability of students to develop greater agency, or ownership of their learning. As students learn how to give themselves feedback for improvement, they are equipped to make positive learning choices. The complications in this theory of action are that teachers need a sophisticated pedagogic skill set that includes both strategies and theoretical principles so that teachers can use everyday evidence to adapt their teaching to emergent student needs, and systems need ways to monitor for quality that build on this everyday evidence.

Using a case study of Queensland Australia, we will explore how teachers are being prepared to design classroom assessment for learner agency.

Framing Questions

1 How is teacher assessment capability defined in your context? What are its important characteristics?

2 What is the implied theory of action for teacher assessment capability in your context?

3 What teacher assessment practices are prioritized in your context? How do these practices position students? Teachers?

4 Who has responsibility for developing teacher assessment capability? What mechanisms are there for feedback and adaptation?

5 What implications can you see when AfL is considered in the light of accessibility principles?

ALN Members . . .

Mark your calendars for our final 2018 – 19 Session!
9:30 am – 3:00 pm
University Club in Lansing, MI

Assessment that Advances Literacy

Join us for **"Assessment Practice and Systems that Support the Development of Literacy"** with **Margaret Heritage**, internationally recognized formative assessment expert and **Tanya Wright**, MSU associate professor and researcher and a principal contributor to Literacy Essentials for preschool-K and K-3. They will partner to explore assessment practices and systems that best support the development of literacy proficiency in the early grades.

www.michiganassessmentconsortium.org/ALN

Characteristics of teacher assessment capability

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Teacher assessment practices in context

Developing teacher assessment capability

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____