

DEVELOPING AN ASSESSMENT CREDENTIALING SYSTEM FOR EDUCATORS (SESSION B3)

MICHIGAN SCHOOL TESTING CONFERENCE

ANN ARBOR, MI

FEBRUARY 12-14, 2019

SESSION CONTRIBUTORS

Presenters

- Lisa Lockman, Director of General Education Wexford-Missaukee & Manistee ISD's & MAC Board Member
- Terri Portice, Director of Teaching and Learning, Reeths-Puffer Schools & MAC Board Member

THE MAC....

An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and community.

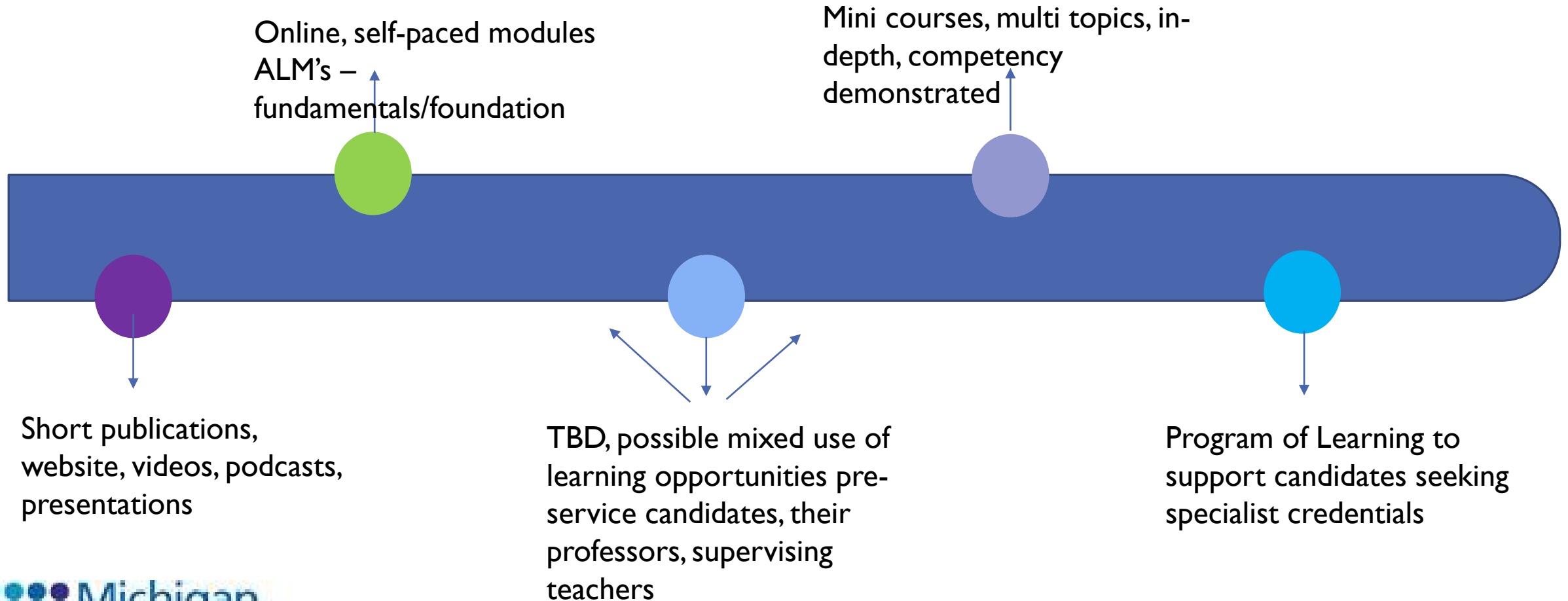
Mission...of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively...*

- Promoting **assessment knowledge & practice**
- Providing **professional learning**
- Producing and sharing assessment **tools and resources**

SESSION OUTCOMES

- Share the vision for the MI Learns Assessment System (ALS)
- Share Status of the System – including details about opportunities to learn at variety of 'levels'
- Highlight resources and opportunities presently available
- Engage colleagues in discussion about ideas related to future development of aspects of and uses of – the system

Envisioned Continua of Learning Opportunities About Assessment – ALL stakeholders contribute to health of education system



THE MICHIGAN ASSESSMENT CONSORTIUM PRESENTS

M1 Learns Assessment System

3 OPTIONS FOR
PROFESSIONAL LEARNING
IN EDUCATIONAL ASSESSMENT

LEVEL 1

ASSESSMENT LEARNING MODULES

- Self-paced, online
- fundamental concepts in assessment literacy
- no credential

MINI COURSES

- Demonstrate competency on a specific topic for a micro-credential
- Bundle to earn Assessment Apprentice credential

LEVEL 2

LEVEL 3

SPECIALIST CREDENTIALS

Earn one of two credentials:
System Assessment Specialist (SAS)
Classroom Assessment Specialist (CAS)

LEARN MORE

<http://michiganassessmentconsortium.org/al-module-series>



ASSESSMENT LEARNING MODULES

Ms. Terri Portice
Director of Teaching and Learning
Reeths-Puffer Schools, Muskegon MI
MAC Board Member



DEVELOPING AN ASSESSMENT LEARNING SYSTEM FOR EDUCATORS (LEVEL I)

Purpose: The MAC's goal is to *establish a comprehensive professional learning system* where teachers/administrators knowledge, attitudes and skills increase around the importance of being assessment literate. The courses provide educators with access to fundamental concepts important to being assessment literate. Our dream would be to have an assessment specialist in every school building in Michigan.

Format: The content for the series will be available through *a self-paced online digital learning management system* that incorporates a multi-tiered voluntary credit system where educators can learn at their own pace, in their own space, while also obtaining documented **State **Continuing **Educational **Clock **Hours****. (SCECHs)******

- During the presentation, we will share how the content within the online modules could be used to create a face-to-face professional learning format.

DEVELOPING AN ASSESSMENT LEARNING SYSTEM FOR EDUCATORS (LEVEL I)

Audience: The audience for Level I has been developed for a ***broad range of individuals including administrators, teachers and Board of Education members.***

Content: We are continuing to grow the number of courses for this level. We currently have 8 of 8 of the original courses planned for development. completed Additional course topics have been identified for development in 2019-2020 school year. Some of these topics include: Grading, Assessments for Students with Disabilities, and English Language Learners. (Funding pending)

DEVELOPING AN ASSESSMENT LEARNING SYSTEM FOR EDUCATORS (LEVEL I)

Status of the Courses:

• **Current Courses Available Include:**

- Assessment Systems that Support 21st Century Learners
- Creating a High Quality Balanced Assessment System
- Developing Appropriate Assessments
- Making Meaning from Student Assessments
- Selecting Appropriate Assessments
- Understanding Technical Concepts Used in Student Assessments
- Understanding the Formative Assessment Process
- Using Assessment Data Well





Welcome to Michigan Virtual's Professional Learning Portal

Please select the courses you would like to register for. To narrow the results, try searching the course you're looking for or use the additional search options available. Click 'Continue' to proceed to the next steps.

Search:

- MAC: Assessment Systems That Support 21st Century Learners
- MAC: Developing a High Quality Balanced Assessment System
- MAC: Developing Appropriate Assessments
- MAC: Making Meaning from Student Assessments
- MAC: Selecting Appropriate Assessments
- MAC: Understanding the Formative Assessment Process
- MAC: Understanding the Technical Concepts Used in Student Assessment

Michigan Virtual:

Professional Learning Portal:

<https://michiganvirtual.org/professionals/mac/>



MAC: Assessment Systems That Support 21st Century Learners

Higher order thinking skills that today's students need to be successful, as well as implications for assessment, teaching and learning.

Price: \$45

Credit Type: SCECH

Credit Hours: 3

Add

Full description...



MAC: Developing a High Quality Balanced Assessment System

This foundational module describes the components of a balanced assessment system including assessment for and of learning.

Price: \$45

Credit Type: SCECH

Credit Hours: 3

Add

Full description...



MAC: Developing Appropriate Assessments

This module provides an overview of the assessment process for the practitioner.

Price: \$60

Credit Type: SCECH

Credit Hours: 4

Add

Full description...



MAC: Making Meaning from Student Assessments

This module provides knowledge of six key concepts that are essential in translating student assessment evidence.

Price: \$45

Credit Type: SCECH

Credit Hours: 3

Add

Full description...



MAC: Selecting Appropriate Assessments

This foundational module, Selecting Appropriate Assessments, provides guidelines you can use to select sound assessments.

Price: \$45

Credit Type: SCECH

Credit Hours: 3

Add

Full description...



MAC: Understanding the Formative Assessment Process

This foundational module describes how educators use formative assessment strategies within the instructional cycle.

Price: \$60

Credit Type: SCECH

Credit Hours: 4

Add

Full description...



My PLP ▾ Course Links ▾

Search Topics



Bookmarks

1



Course Schedule

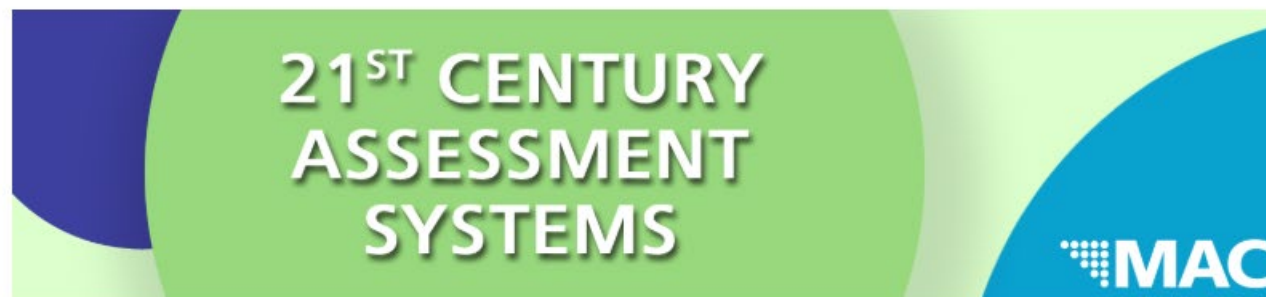
Table of Contents

Assessment Systems
that Support 21st
Century Learners

Assessment Systems that Support 21st Century Learners



Print



Welcome to the Assessment Learning Modules! This foundational module, *Assessment Systems That Support 21st. Century Learners*, describes the higher order, complex thinking skills that today's students need to be successful, as well as the implications the skills have for assessment, teaching and learning. You will also learn about the conditions necessary for balanced assessment systems and the leadership actions and stakeholder involvement needed to support them.

You will also become familiar with the Assessment Literacy Standards that serve as the core of the module. Upon completion of the module, you will be able to identify 21st century learning skills and describe their impact on assessment, teaching and learning practices, describe necessary conditions for balanced assessment systems and provide specific, concrete actions leadership and other stakeholders can take to support quality, balanced assessment systems.

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes *Developing Appropriate Assessments Module*

Standard	Teacher	Building Administrator	District Administrator	Policymaker
An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication	Disp-B	Disp-B		Disp-B
Multiple measures can provide a more balanced picture of a student or school.	Disp-D	Disp-D	Disp-D	
A more balanced assessment system consists of both of the following: 1) Different users have different assessment purposes and 2) Different assessment purposes may require different assessment methods	Know-A	Know-A	Know-A	Know-A
There are different purposes for student assessment, 1) Student improvement, 2) Instructional program improvement, 3) Student, teacher, or system accountability, 4) Program evaluation and 5) Prediction of future performance	Know-B	Know-B	Know-B	Know-B
The definitions of and uses for different types of assessment, 1) Summative assessment, 2) Interim benchmark assessment, 3) Formative-assessment practices	Know -C	Know -C	Know -C	Know -C

Course Checklist

Web Page

Journal

Word Document

Assessment Systems that Support 21st Century Learners

SCORM Object

Journal Submission

Assignment

Course Credit Info

Web Page

Table of Contents > Assessment Systems that Support 21st Century Learners > Course Checklist

Course Checklist

Before you begin, review each item in this checklist so you know what is required of you as you complete the course.

1. Complete all of the activities within the course.

→ Course Checklist
Web Page
Before you begin, review each item in this checklist so you know what is required of you as you complete the course.

→ Journal
Word Document
Download the journal document by clicking on the link above. As you work through the course, enter your responses to each reflection into the document. Submit the document at the end of the course.

→ Assessment Systems that Support 21st Century Learners
SCORM Object
Click the link above to launch the content for the course at any time without losing your progress.

→ Journal Submission
Assignment
When you have completed the course, submit your journal submission.

3. Review the resources under the Resources tab in the course.

The screenshot shows the course interface for 'Assessment Systems that Support 21st Century Learners'. The 'Resources' tab is selected, and a list of useful links and documents is displayed. A red arrow points to the 'Resources' tab, and a blue star is placed in the top right corner. The list includes:

- Michigan Assessment Consortium
- Assessment Literacy Standards
- ALS Glossary
- Assessment Literacy Standards Brief
- Assessment Literacy Standard Codes for Assessment Systems
- 9 Ways to Motivate Students
- Individual Leadership Action Tool
- Can Balanced, Quality Assessment Practices Predict Student Success?
- Suggested Resources for Assessment Systems

Online platform course visuals

Congratulations on reaching the end of the course!

After you have successfully viewed all of the course content and also submitted your journal, the Course Completion Quiz will become available. When you have successfully completed the Course Completion Quiz, then the course will automatically be registered as complete in the system. After completing the course, you can print a certificate of completion by going to your transcript within the professional learning portal by clicking on My Account in the My PLP menu in the navigation bar at the top of the course.

Completion of this course is worth 4 SCECH credits. After completing the course, the Professional Learning Portal (PLP) staff will submit your State Continuing Education Clock Hours (SCECH) information to the Michigan Online Educator Certification System (MOECS) within 10 days. At that time, you will receive an email confirming this submission and providing additional information about claiming your credits.



Download Print

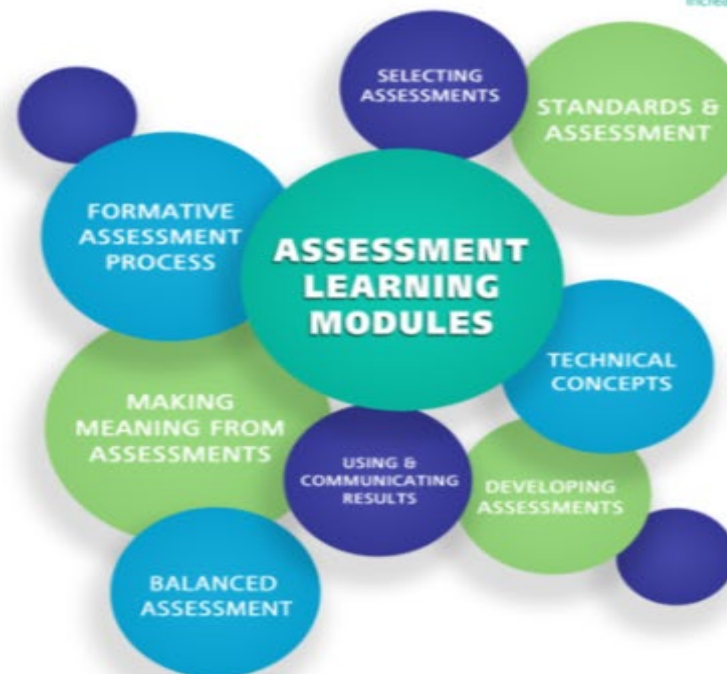


Learn more by visiting
the MAC website at

www.michiganassessmentconsortium.org

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ASSESSMENT MINI-COURSES

(MICRO-CREDENTIALS)

Dr. Lisa Lockman

Director of General Education

Wexford-Missaukee and Manistee ISD

MAC Board Member

ASSESSMENT MINI-COURSES – PURPOSE & AUDIENCE

- Overview **Purpose of the Mini-Courses** is to provide a **deeper dive into specific areas of content introduced in the Level I modules**. Upon completion participants will be able to:
 1. **Demonstrate competency on a specific topic (earn micro-credential credit);**
 2. **Use to earn a micro-credential to demonstrate competencies for a CAS or SAS.**
 3. **Demonstrate competency to earn Assessment Apprentice credential (an identified set of mini courses).**
- The **audience** are individuals wishing to **demonstrate they know and can do something with the content provided through the submission of collection of evidence**. Audience may include classroom teachers and people who work outside the classroom, but within an educational system, i.e., a coach, building administrator, central office administrator, consultant, etc.

ASSESSMENT MINI-COURSES – *COULD SUPPORT A SPECIALIST CANDIDATE AS THEY POPULATE A PORTFOLIO WITH ARTIFACTS*

CAS Demonstrated Exit Competencies	SAS Demonstrated Exit Competencies
<ul style="list-style-type: none"> Assessment of Learning / Develop Quality Assessments/ Know the Elements/ Interpretation of Results 	<ul style="list-style-type: none"> Provide appropriate assessments to an articulated curriculum (develop quality classroom assessments)
<ul style="list-style-type: none"> Assessment for Learning – teach steps in the FA practices / Adjusting Instruction/ Grading Practices 	<ul style="list-style-type: none"> Identify, support, maintain a Balanced Assessment System / and classroom practices that support learning
<ul style="list-style-type: none"> Developing Quality Classroom Assessments 	<ul style="list-style-type: none"> Determine, provide, coordinate. Facilitate, lead... the PL needs of the district
<ul style="list-style-type: none"> Knowledge, skills, and ability to teach or facilitate how to actively involve students in the assessment process 	<ul style="list-style-type: none"> Report and interpret results to multiple stakeholders (Lead change in grading/ reporting, data systems/ Teacher/ Admin Evaluations)
<ul style="list-style-type: none"> Participate/ advocate for policies that support quality assessment practices. For example, grading and advocating for fair Teacher Evaluation policies/practices 	<ul style="list-style-type: none"> Stay current/ be able to translate demands @accountability, public policy, guidance, and implications for the district creative approaches to addressing state/ federal requirements)
<ul style="list-style-type: none"> Facilitate and support teachers use of balanced Assessments within classrooms 	

ASSESSMENT MINI-COURSES – FORMAT & TOPICS

- Mini courses are on **one specific topic e.g. Learning Targets**. They are self-paced and can be accessed through a learning management system. There are required assignments that connect the content to the context of the learner. There will be **assessment expertise** “behind the system” that will **provide feedback**. **Final competency is demonstrated through a submitted collection of evidence**. Upon successful completion a Micro-credential is awarded. *Several of the courses’ culminating performance task, will permit Specialist candidates to populate their portfolio with required artifacts.
- 20 topics/courses have been identified,

SAMPLE ALIGNMENT BETWEEN ASSESSMENT LEARNING MODULE & MINI COURSE TOPICS

Assessment Learning Module

In-depth Mini Courses

Title

Titles

***Making Meaning
from Student Assessments***

- ***Summarizing Information***
- ***Analyzing Information***
- ***Conveying Assessment Information***

Assessment Literacy Standards met through the Mini Course on the topic - Learning Targets

Assessment Literacy Standard Codes Learning Targets – Level II				
Standard	Teacher	Building Administrator	District Administrator	Policymaker
Clear learning targets, understood by students, are necessary for learning and assessment.	<u>Disp</u> – G	<u>Disp</u> –G	<u>Disp</u> –G	
How to translate standards into clear learning targets that <u>are written in student-friendly language and used as the basis of everyday curriculum.</u>	Know – J			
The different types of assessment methods best matched to learning targets.	Know – E	Know - E	Know – E	
Select and use various assessment methods appropriate to assessment purposes and learning targets.	Perf – B			
Use learning targets aligned to standards and understood by students to guide instruction.	Perf – C			
Use learning progressions to guide	Perf –			

ASSESSMENT MINI-COURSES – **STATUS (LEVEL 2)**

- Currently the Mini-Course format has been established
- 9 courses have been developed, 4 have been uploaded to MV
- 4 courses will be field tested 3.14.2019-7.15.2019
- Remaining courses developed Spring/Summer/Fall 2019 (anticipate total # 20)
- To participate in Field Test apply here (flyer at MAC exhibit table):
- <https://www.surveymonkey.com/r/QKY59RZ>

ASSESSMENT MINI-COURSES

- Each mini-course will align with specific Assessment Literacy Standards as well as with the Classroom Assessment Specialist and System Assessment Specialist competencies.
- The courses can be taken individually or within a “short stack” of courses, organized by Strands.

ASSESSMENT MINI-COURSES & ASSESSMENT LEARNING MODULES – **FUTURE USES**

- **Future envisioned uses...**
- State of Michigan's various professional associations are in process of attempting to "standardize" currency of a micro-credential –
- We see other professional certification programs accepting "short stacks" on assessment to meet a portion of their requirements
- Possibly used by pre-service prep programs or with supervising teachers during student teacher placement/induction
- Possibly used with current college instructors to inform their practice around assessment practices..

SPECIALIST CREDENTIALS

CLASSROOM ASSESSMENT SPECIALIST

SYSTEM ASSESSMENT SPECIALIST

Dr. Lisa Lockman

Director of General Education

Wexford-Missaukee and Manistee ISD

MAC Board Member

SPECIALISTS CREDENTIALS (LEVEL III)

PURPOSE

Credentials offer an Opportunity to ***Demonstrate Proficiency*** and be ***Recognized as a Specialist*** in a Field/Role

Level III provides extended assessment learning opportunities through advanced coursework:

- To focus study in a selected area of identified assessment need through a collaborative inquiry process
- To demonstrate competency through a portfolio of evidence of implementation, and
- To share one's learning through a Capstone Experience & Presentation of Learning

GLOBAL SPECIALIST COMPETENCIES

AUDIENCE

- **Classroom Assessment Specialist Competencies**
 - Demonstrate expert knowledge and implementation of quality assessment practices
 - Engage students, parents, peers and other stakeholders in the assessment process
 - Model, advocate, collaborate, and lead others in use of quality assessment practices
- **System Assessment Specialist Competencies**
 - Plan, design, monitor, evaluate the district assessment system to:
 - Uses reliable, valid, and fair measures;
 - Provides every student with equitable access to a world class education
 - Meets accountability needs/demands of the governing body overseeing the education system
 - Identify and provide professional learning for all (district and building administrators, teachers, students, parents/guardians, and policymakers) to use assessment literate practices.
 - Use and report assessment results to support the educational outcomes at the district, school, classroom, and individual student levels.

SPECIALISTS CREDENTIALS (LEVEL III)

WHAT MAKES A SPECIALIST...

The content for Level III has been developed for educators with **extensive assessment knowledge** who will serve in a leadership role within their school or district.

Participants interested in being recognized as Assessment Specialists will have the opportunity to engage deeply in the Level I/II content through engaging in work-based, relevant assessment-related tasks.

PORTFOLIO OF EVIDENCE, CAPSTONE EXPERIENCE (LEVEL III) NECESSARILY INCLUDE ARTIFACTS & PROBLEMS OF PRACTICE THAT DEMONSTRATE THESE DISCIPLINARY COMPETENCIES

CAS Demonstrated Exit Competencies	SAS Demonstrated Exit Competencies
<ul style="list-style-type: none"> Assessment of Learning / Develop Quality Assessments/ Know the Elements/ Interpretation of Results 	<ul style="list-style-type: none"> Provide appropriate assessments to an articulated curriculum (develop quality classroom assessments)
<ul style="list-style-type: none"> Assessment for Learning – teach steps in the FA practices / Adjusting Instruction/ Grading Practices 	<ul style="list-style-type: none"> Identify, support, maintain a Balanced Assessment System / and classroom practices that support learning
<ul style="list-style-type: none"> Developing Quality Classroom Assessments 	<ul style="list-style-type: none"> Determine, provide, coordinate. Facilitate, lead... the PL needs of the district
<ul style="list-style-type: none"> Knowledge, skills, and ability to teach or facilitate how to actively involve students in the assessment process 	<ul style="list-style-type: none"> Report and interpret results to multiple stakeholders (Lead change in grading/ reporting, data systems/ Teacher/ Admin Evaluations)
<ul style="list-style-type: none"> Participate/ advocate for policies that support quality assessment practices. For example, grading and advocating for fair Teacher Evaluation policies/practices 	<ul style="list-style-type: none"> Stay current/ be able to translate demands @accountability, public policy, guidance, and implications for the district creative approaches to addressing state/ federal requirements)
<ul style="list-style-type: none"> Facilitate and support teachers use of balanced Assessments within classrooms 	

WHAT SPECIALIST CANDIDATES GET... & WHAT THE CANDIDATES DO...

Program Support

- Assessment expert coach
- ALM's & Level II mini courses
- Blended learning, cohort possibility
- Current topic sessions/webinars
- PL about Collaborative Based Inquiry

Demonstrate Competencies

- Capstone Experience (applied & integrated)
- Portfolio of evidence
- Presentation of Learning
- Demonstrated knowledge of literature & research*

Program Support & Methods to Demonstrate Competencies – under development – not yet finalized

PROFESSIONAL LEARNING STANDARDS

Level III of Michigan's Assessment Learning System Is aligned to Learning Forwards 2011 revised Professional Learning Standards

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

REVIEW & DISCUSSION

LEVEL I

Assessment Learning Modules



- **Purpose:** Access to fundamental concepts important to assessment literacy
- **Format:** Online, self-paced, non-facilitated
- **Audience:** Broad (teachers, admins, board members, others)
- **Credit:** SCECHs available
- **Content:** Aligned to Michigan Assessment Literacy Standards
- **Status:** 8 available through Michigan Virtual (MV);

LEVEL 2

Mini-Courses



- **Purpose:** Demonstrate competency in one or more assessment topic
- **Format:** Online, self-paced, required assignments, collected evidence, expert feedback
- **Audience:** Educators; those seeking CAS or SAS (Level 3); seeking Assessment Apprentice credential; bundling a short-stack for other programs.
- **Credit:** SCECHs; micro-credential; bundle to earn Assessment Apprentice credential
- **Content:** Aligned to Michigan Assessment Literacy Standards & CAS/SAS competencies
- **Status:** 9 courses developed, field test starts 3.14.2019 11-12 courses available 2020.

LEVEL 3

Assessment Specialist Credentials



- **Purpose:** Obtain one of two credentials:
 - System Assessment Specialist (SAS)
 - Classroom Assessment Specialist (CAS)
- **Format:** Blended learning; applied learning
 - *Program Support*—expert coach, Mini-courses/ALM’s current topic sessions/webinars, PL about CBI, optional cohort
 - *Demonstrated Competency*—capstone, portfolio of evidence, Presentation of Learning, command of literature
- **Audience:** Educators; those seeking career advancement and credentials
- **Content:** Aligned to Assessment Literacy Standards
- **Status:** CAS/SAS exit outcomes identified

THANK YOU – PLEASE CONTACT US TO
FURTHER THE DISCUSSION

Lisa Lockman llockman@wmisd.org

Terri Portice porticet@reeths-puffer-puffer.org