Alan November's BLC 2013 Conference—Companion Guide Related to Bullis' Measuring Student Outcomes initiative

Introduction:

The Bullis Measuring Student Outcomes (MSO) initiative begins this fall. Several staff members (who also serve on the Instructional Council or "IC") will attend the Alan November BLC 2013 conference in Boston. In June, members of the IC suggested we take advantage of staff presence at the Alan November conference to gather information on our assessment endeavors.

Our fall MSO work will focus on four types of assessments (cornerstone, common, e-portfolio, and capstone). Bullis BLC 2013 participants--both IC and non-IC members--are asked to target and share any conference materials, etc. that (1) complement our upcoming work and/or (2) represent assessments of particular interest to you.

Participants:

- BLC 2013 participants who are also IC members include: Jerry Boarman, Mike Reidy, Darlene Haught, Marilyn Moreno, Jamie Dickie, Andrew Delinsky, Michael Salmon, Betsy Kelly, Lisa Vardi, Faith Darling, Molly Chehak

- BLC 2013 participants who are non-IC members include: Michael Chellman, Rachel Newman, Tim Hanson, Stacey Roshan, Emily Faber

This Companion Guide includes:

1. MSO related resources, panels, workshops of note (begins on page 3)

2. Definitions/examples of Bullis assessment types--Cornerstone, Common, E-Portfolio, and Capstone (begins on page 11)

3. Learning outcome behaviors relative to each of the five core values—listed to ensure we remain focused on the appropriate behaviors to include in assessments and to ensure we craft the right kinds of assessments that will produce shareable data (begins on page 14)

We will hold a follow-up meeting during August (date TBA) to discuss the Alan November materials, and timelines, resources, materials associated with the AY 2013-14 work on Measuring Student Outcomes.

MSO Related Resources, Panels, Workshops of Note

A. Pre-Conference Presentations (***Listed here as a resource only***)

i. Monday, July 22, 2013 "Redesigning Assessments;" speakers Tom Barrett and Ewan McIntosh

Unpacking the broad assessment agenda we face in schools today and exploring new insights and solutions for the challenges we face.

Let's face it, the assessment agenda is fraught with mixed metaphors, blind alleys and confusing vocabulary! We need to get to grips with this powerful part of learning. We need to put assessment back on to our own daily agenda and not just for a grade at the end of the course. Let's re-establish assessment in its rightful place as an integral part of any learning.

- It is all about the grade at the end of the day. How can I break this everlasting cycle?
- I want my students to be more central in their learning, how do I take steps towards this?
- I think I am doing OK with assessment in my classroom, but how does this compare with elsewhere in the world? Do others face the same challenge?

i. Tuesday, July 23, 2013 "Creative and Critical Thinking—Creating Space for Innovation;" Speaker Tom Barrett only

Speakers

Tom Barrett, Senior Consultant, NoTosh Ltd

Tom Barrett is one of the UK's best known classroom teachers, working in the elementary schools sector. He curates and shares thousands of practical ideas from teachers across the globe on his blog edte.ch, and puts into practice the very best thinking on educational technology to inspire and engage children in their learning. Tom works on leadership, technology adoption and improving teacher capacity with NoTosh in schools across the UK, and inspires teacher audiences with fresh ideas...
Read More →

Ewan McIntosh. Founder, CEO, NoTosh Limited

Ewan McIntosh is CEO of NoTosh Limited, a startup that works with creative industries on the one hand, and then takes the processes, attitudes and research gained from working on those projects to the world of education, providing schools, districts and Governments all around the world with ideas, inspiration and research on how to better engage teens. More information is available on the company website: http://www.notosh.com, and you can follow his take on current education trends on his website. NoTosh works globally, all year around, meaning that we can provide short, medium and long-term professional development for organizations at refreshingly great rates, with no surprise fees for travel or accommodation.

Discover our programs on design thinking, formative assessment and creative leadership, or take NoTosh OnTap at your organization.

B. Panels, Workshops and Resources

i. Wednesday, June 24, 2013 (10:20 AM and again at 1:10 PM)
Using the Ipad for Assessment, Liz B Davis, Director of Academic Technology, Belmont Hill School, Belmont, MA

Liz B. Davis is the Director of Academic Technology at Belmont Hill School, an independent all boys day school in Belmont, MA where she also teaches 7th grade English in a 1 to 1 iPad setting. She has also been using Google Apps for Education in her classroom extensively for the last 5 years. Liz believes in the power of technology to transform learning, energize communities and inspire innovative thinking. Liz blogs at http://www.edtechpower.blogspot.com and Tweets as @lizbdavis.

For the past year my school has been running a one-to-one iPad pilot for students in grades 7 - 12. The iPad allows for both formative and summative assessments using a variety of Apps and projects. These Apps and projects provide opportunities for students to demonstrate their understanding of concepts using all levels of Bloom's taxonomy from remembering and understanding to evaluating and creating. In this session I will share our most successful projects and our favorite Apps. When iPads are used effectively, they are more than just a laptop replacement. Apps will include

- Explain Everything
- iMovie
- iStopmotion

•iBooks
•Book Creator.
•Socrative
•Nearpod

ii. See below for Michael Gorman on Wednesday, July 24, 2013.

iii. **Kathy Cassidy**

Thursday, July 25 • 11:45am - 12:50pm
Digital Portfolios: Not Just for Primary

iv. Web source--Assessing Student Progress Using Blog Based Portfolios

Kathy Cassidy is the author of a new book from Powerful Learning Press, Connected from the Start: Global Learning in the Primary Grades. During a recent webinar (free archive here), Kathy shared many ideas from Chapter 5 of the book, "Using Blogs as Digital Portfolios." The webinar was rich in content and full of great discussion — so much so that there simply wasn't time for Kathy to share her thoughts, in depth, about where formative and summative assessments might fit into this digital blog/portfolio model.

So we've asked her to write this article. Much as she does in her eBook, she's included short videos, useful downloads, and links to other valuable resources. ~ John Norton

v. Caitlin Tucker

Thursday, July 25 • 4:00pm - 5:05pm
Common Core: Finally Time for PBL

Do you wish you had more time for project based learning? The shift from breadth to
depth in the Common Core Standards creates more opportunities for students to explore real-world problems and challenges, understand the relevance of what they are learning, and pursue their passions. Learn to leverage technology and social media to empower students, facilitate collaboration and inspire creativity. Participants will:

Explore project based learning.
Collaborate with other attendees to design a PBL assignment to use with students.
Discuss how Web 2.0 tools and social media can be used to connect students to each other and experts.
Identify the multiple Standards addressed with this single project structure.

vi. See **assessment** information and more **on Caitlin Tucker's** Blended Learning and the Classroom.

vii. Thursday, July 25, 2013

Michael Beilharz, Technology Integration, Knox Grammar School

Quality feedback using technology

Online feedback among peers who know one another is effective. Studies have shown that students can be more comfortable with and adept at critiquing and editing written work if it is exchanged over a computer network with students they know. According to Hattie and Timperley, "…feedback is information with which a learner can confirm, add to, overwrite, tune or restructure.' With an abundance of cheaper tablets, laptops and phones, the 'student' has never been more connected. Teachers have a mandate to make use of this technology to enhance feedback for all learners.

This session looks at the theory of feedback and how technology can provide quality feedback in a quick and meaningful way. This presentation will demonstrate the use of various programs including: Wikis, Blogs, Voicethread, Google Apps, Podcasts/Vodcast, Quia as well as various iPad applications. It will also discuss a global project between a class from Australia and the United States and show how students communicated and provided feedback throughout the task.

viii. Michael Gorman will present at BLC 2013—**see also info compiled from Gorman's *STEM Meets PBL* presentation at Bullis**

BLC Speaking Schedule

Wednesday, July 24
1:10pm

Flipped Classroom for Real Learning... Definitions, Resources and Tools Stuart - 4th Floor (C wing)
4:00pm

Advanced Searching For Inquiry Meets The Common Core White Hill - 4th Floor (C wing)

Thursday, July 25

2:35pm

STEM Meets PBL At The Common Core Berkeley - 2nd Floor
4:00pm

Teachers and Students as Curators: Finding and Employing New Information and Resources for the Digital Classroom Berkeley - 2nd Floor

ix. **Thursday**, July 25, 2013, 2:35 PM

Speakers

Stacey Roshan, Upper School Math Teacher, Bullis School

Making Video Instruction a Less Passive Experience

Tools such as embedded quizzes, callout boxes and hotspots can be useful in creating a more interactive experience for students watching instructional videos. In this session, Stacey will explain what these tools are and how they can be applied to create a more engaged learning environment. Among the topics discussed will be how pre-assessments help set the tone for full-class discussion and aid in grouping students and how callout boxes and hotspots draw student attention to key concepts and provide a visual clue to important talking points.

In this session, you will learn:

- How self-assessment quizzes boost student productivity by providing feedback of comprehension and areas to review immediately
- How embedded quizzes provide teachers a quick snapshot of areas that need attention and one-on-one work
- How to help students flag essential concepts from the lecture using callout boxes and hotspots

Next, Definitions/examples of Bullis assessment types (Cornerstone, Common, E-Portfolio, and Capstone)

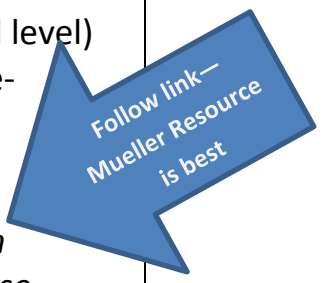
Definitions/examples of Bullis Assessment Types (Cornerstone, Common, E-Portfolio, and Capstone)

Note: Student measurements are emphasized here; each of the assessment types can yield data on "course," "program," or "institutional" measures, if we choose

Assessment Type	**Definition**	**More Info/Examples**
Cornerstone	Cornerstone assessments are designed to assess a student's understandings of the big ideas and essential questions within a course. Of increasing complexity; focused on outcomes; authentic/performance based; typical, embedded and occurring routinely; require transfer of learning; can contribute to collections of student work	Can include examples such as: 1. purposeful writing 2. scientific investigation 3. issues debate 4. primary research 5. interpret literature 6. solving "real-world" problems "These tasks should anchor a curriculum because they reflect the most important things we want students to do with their learning." Jay McTighe

Assessment Type	**Definition**	**More Info/Examples**
Common	Common assessments differ from cornerstone assessments in that they are cumulative for the grade level, *ideally* interdisciplinary, and assess student understandings of essential questions and big ideas for the year. Of increasing complexity; authentic/performance based; typical, cumulative and embedded and administered two to three times per year; ideally aligned with course routines; can contribute to collections of student work for program evaluation	Teachers have very good performance tasks identified (as shown in "Cornerstones") Over time, it is preferable that these common assessments are naturally interdisciplinary (Note: we have chosen to *begin* with an interdisciplinary focus) Like Cornerstone, the assessment tasks should focus on outcomes within and across subjects, be set in authentic contexts, emphasize transfer of learning (critical skills and academic values)

Assessment Type	Definition	More Info/Examples
Portfolio/E-Portfolio	Systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements in one or more school subjects.	Process Portfolio (characteristic of Lower School level) *Working portfolio* Format includes e-portfolio Product Portfolio (characteristic of Middle and Upper School level) Format includes e-portfolio Purpose—*Growth portfolio, Showcase Portfolio, Evaluation Portfolio*
Capstone	Personally designed, independently conducted activity, which enables students to further knowledge and skills in one or more of the course topics that students have found or believe to be of special interest.	Can include examples such as: Standardized exams (specific to an area of interest) End of capstone course exam Process/Product Portfolios for: Team Projects/simulations Internships; Clinical Experiences Specific projects/assignments



Learning Outcome Behaviors Relative to Each of the Five Core Academic Values

Core Value	**Definition**	**Measurable Behaviors**
Collaboration	A collaborative student works toward a common goal while balancing teamwork with leadership, valuing diverse perspectives and embracing a multi-faceted approach to learning.	Teamwork on projects; Assume/initiate role of leader; Demonstrate professionalism; Practice inclusiveness (i.e., with peers, on teams); Demonstrate empathy; Give support to another individual/team; Demonstrate willingness to compromise; Act to build consensus; Identify/articulate role (self and others); demonstrate behaviors that show balance of individual and group expectations, requirements, etc. Value differences; Demonstrate willingness to build trust; Demonstrate interpersonal skills (i.e., listening to others, perception of other points of view, etc.); Contribute to division of labor; Assume ownership (i.e., is accountable, owns role in project, owns project outcomes, etc.); Promote sense of equity (i.e., for self and others); Engagement; Recognize strengths and weaknesses among group members; etc.

Core Value	**Definition**	**Measurable Behaviors**
Communication	Communication is the expression and reception of ideas and emotions.	Demonstrate knowledge of the many ways to communicate; Demonstrate the skills taught by clear written and oral communication; Actively listen and adjust responses appropriately; Evaluate the audience to determine and use the most appropriate medium for effective delivery of their message; Demonstrate precision of language and vocabulary; Use multiple intelligences when it comes to expressing ideas; Create different media and demonstrate use the principles of each to best communicate; Bloom Taxonomy terms (describe, label, read, discuss, explain, diagram, paraphrase, defend, etc.)
Creativity	Creative thinkers apply and synthesize knowledge in original ways to construct meaningful ideas and interpretations.	Connect ideas across texts and disciplines; Access a wealth of knowledge and apply it in multiple ways; Identify/use multiple routes to success; Push boundaries to look beyond current paradigms and culture; Think unconventionally (arrange, design, point out, differentiate, discriminate, etc.); Explore varied means of self-expression; Demonstrate flexibility and spontaneity in the generation of ideas; Be

Core Value	Definition	Measurable Behaviors
		open to new ideas that can enhance student's own (Apply, Add, Integrate, etc.); Apply new approaches to traditional questions/projects.
Critical Thinking	Critical thinkers analyze a situation in a context, explore and evaluate multiple avenues to solutions, find answers to existing questions, and formulate new ones.	Use questioning as a path to discovery; Ask questions that reflect higher order thinking skills; Use a logical approach; Assess, analyze, accept or reject options; Prioritize and sort; Apply values (judgment); Evaluate; Develop effective, efficient processes; Weigh options to make choices and informed decisions; Ask open-ended questions during class activities; Plan; Identify significance ("so what?"); Debate; Write thesis driven essays (Verbal outcomes; not just essays); Design and conduct scientific experiments involving hypotheses (testing and re-testing); Use evidence (to prove, assess, support, decide a course of action, find an end, etc.); Demonstrate a willingness to take risks in the classroom (i.e., when volunteering answers in class, when participating in new activities in class, when willing to make an attempt, etc.)

Core Value	**Definition**	**Measurable Behaviors**
Resourcefulness	Resourceful Bullis students will persevere, explore resources, and locate tools to achieve desired outcomes. Students will consider all available options, including their own inventions, and make informed choices.	Ask questions; Self-advocate; Demonstrate emotional resilience; Demonstrate persistence; Navigate obstacles; Self-evaluate; Exhibit self-awareness; Exhibit organizational ability: Plan ahead; Exhibit self-motivation; Seek deeper understanding; Use creative avenues to gain and demonstrate knowledge; Anticipate challenges; Embrace (readily engage) the process of learning; Follow-through; Accept failure as a healthy part of the learning process (state how failure is part of the learning process/note lessons learned in the failure/make plan to continue tasks); Demonstrate independence

The End