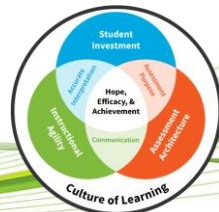
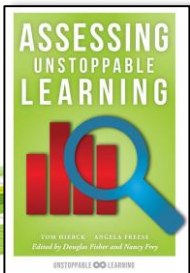


Playmakers: Leading a Culture of Assessment



Angie Freese
@freesefframe912

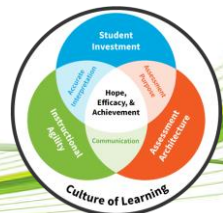
Transforming Learning Summit
Minneapolis, MN
August 8, 2019



“Ninety-nine percent of all leadership occurs not from the top but from the middle of an organization.”

—John Maxwell

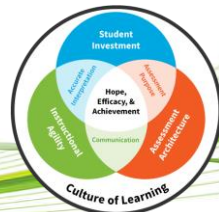
*The 360° Leader: Developing Your Influence
From Anywhere in the Organization*



Fundamental Assumptions

- All students do not learn in the same way.
- All students do not learn at the same speed.
- Some students lack prior skills and knowledge.
- Some students lack academic behaviors.
- Some students have a home life that is counterproductive to academic success.

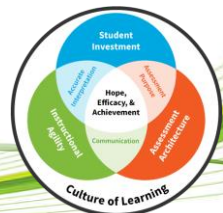
“Building the Collaborative Culture of a Professional Learning Community at Work”, Mike Mattos, 6-19-18



Fundamental Assumptions

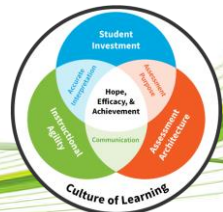
- No teacher has all the skills, knowledge and time necessary to meet the needs of all students assigned to his or her class.
- Virtually all educators start each day with honorable intentions, worked tirelessly on behalf of their students, and utilize the best strategies they possess.

“Building the Collaborative Culture of a Professional Learning Community at Work”, Mike Mattos, 6-19-18



Explore the components of **culture, competence, and commitment** in the process of developing assessment literacy.

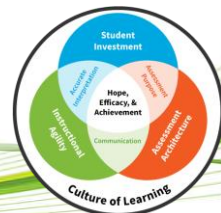
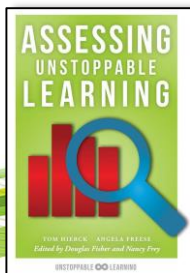
LEARNER OUTCOME 1



Task 1: Unpacking Culture

Consider your team or a team in your building as you complete the survey in your handout. Then reflect on two of the statements to determine the **why** of your ratings.

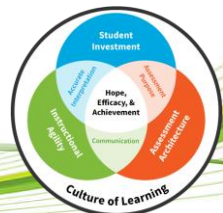
Survey to Evaluate Your Current Reality				
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My colleagues willingly shared their materials with me.				
I believe my colleagues have good intentions in their interactions with me.				
I am not afraid to share student learning results with my colleagues.				
I believe that everyone on my team makes meaningful contributions.				
Our team celebrates our collective accomplishments.				
Input for decisions in values from all staff members.				
I feel that others value my work and my contributions.				



Task 1: Unpacking Culture

“Structural change that is not supported by cultural change will eventually be overwhelmed by the culture, for it is in the culture that any organization finds meaning and stability.”

—Phil Schlechy, 2011



Task 2: Honoring Our History

Storywall Directions:

- Find the poster that matches your years of service in your building or the district
- Divide the poster into four quadrants.

Priorities	Measures
What to Teach	Challenges

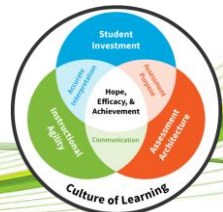


Priorities

Measures

What to Teach

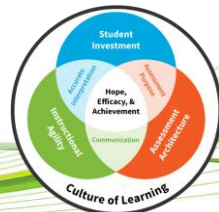
Challenges



Task 3: Cultivating Competence

The Assessment Work of Teams

- Common expectations for what students need to know and be able to do
- Common evidence that certifies mastery of content
- Consistent framework that requires support for students who continue to demonstrate difficulty
- Consistent framework that identifies responses for students who require extension beyond mastery



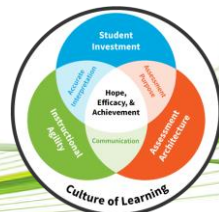
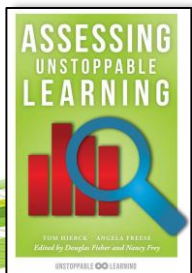
Task 3: Cultivating Competence

Working Groups or Leadership Teams

- With your table team, focus on the differences between working groups and leadership teams.
- Put a + by statements that align with current practice.

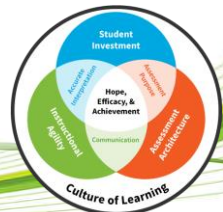
Leadership Team Competencies

- Read the six leadership **competencies**, with identified attributes.
- Respond to the questions as you consider the demonstrated strengths of your current learning team.

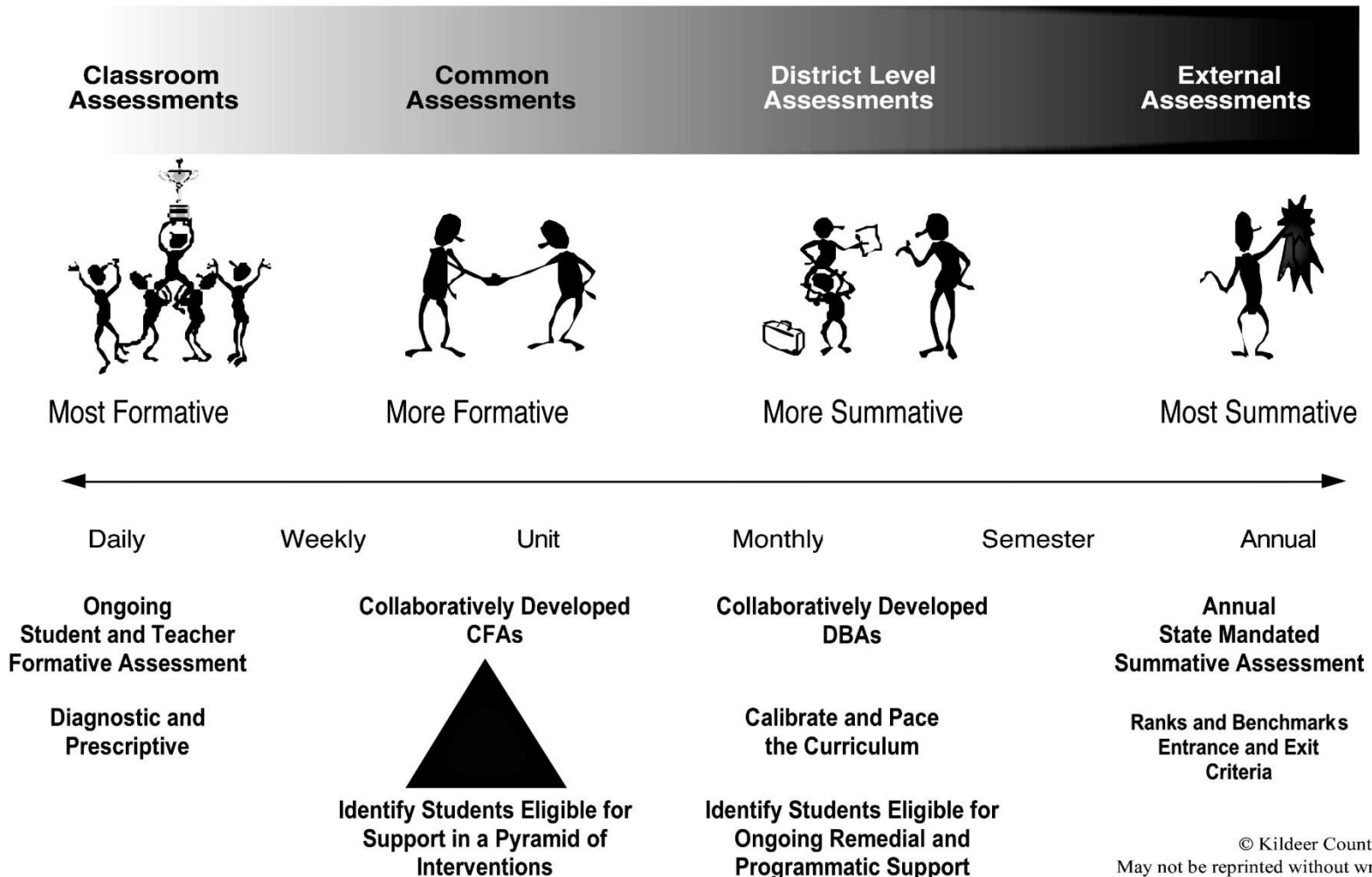


Understand the balance of assessment to provide a comprehensive picture of **what our students know and to what level they know it**

LEARNER OUTCOME 2



A Balanced and Coherent System of Assessment



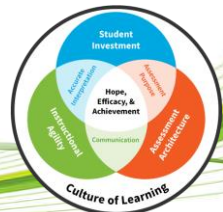
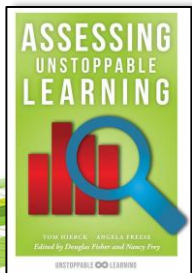
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—Many, Kildeer Countryside CCSD 96

Task 4: Cultivating Competence

Linking Assessment Elements to a Guaranteed and Viable Curriculum

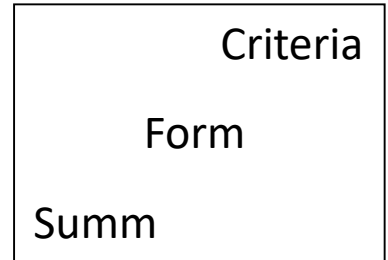
1. Make groups of three.
2. Each person chooses an element to jigsaw.
3. Individually read the “Engaging” column and the “Championing” columns for your element.
4. Underline or **mark** key adult behaviors in each column.



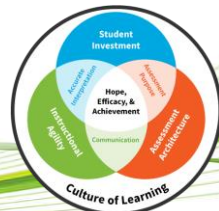
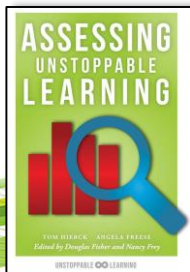
Task 4: Cultivating Competence

To process ...

1. Find your respective corner of the room.
2. Talk with a colleague or two and confirm the key adult behaviors within your element.
3. Return to your group of 3. Share your learning and discussion with each other.

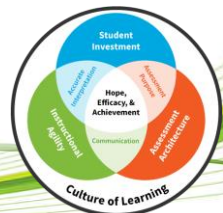


Focus: To what degree is your team/school/district committed to this work?



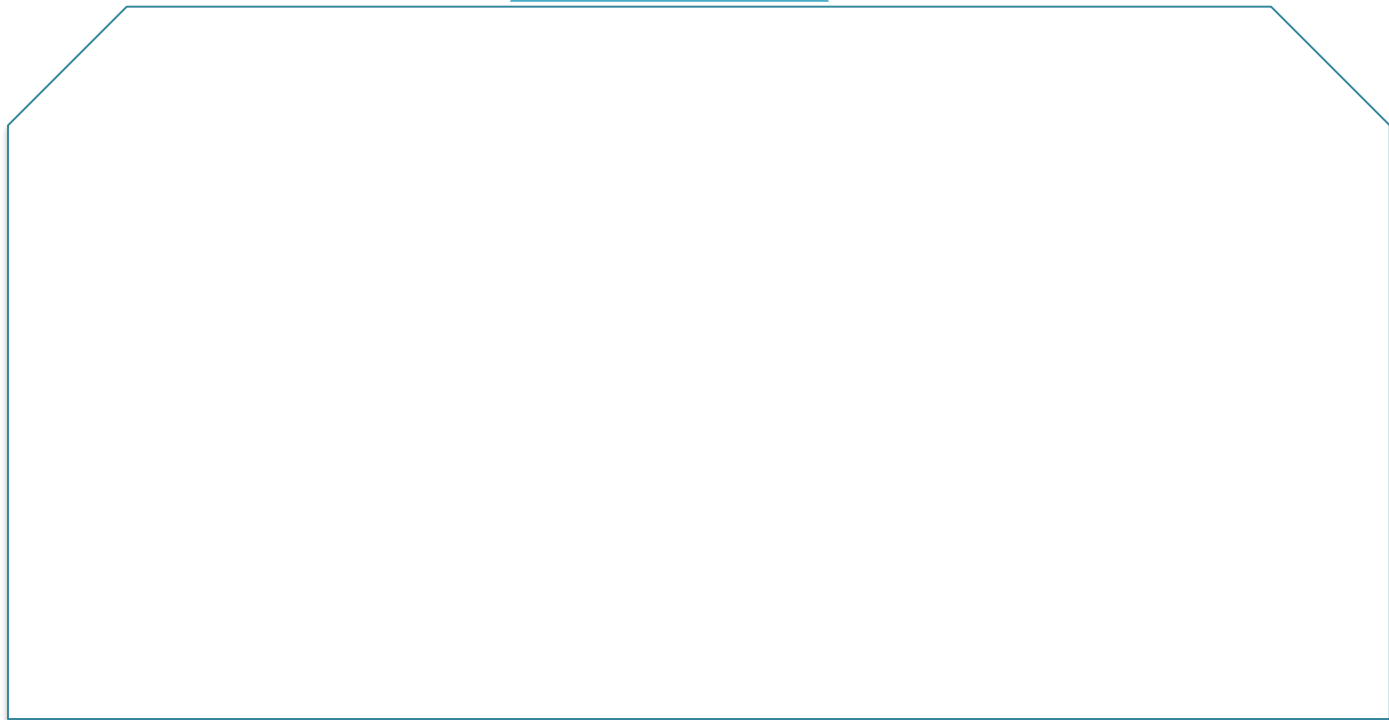
Confirmation: Table Talk

- 3 key messages to bring home
- 2 opportunities to begin working through back home
- 1 first next step

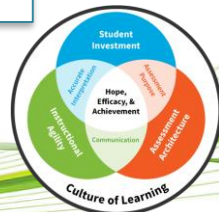


Task 5: Securing Commitment

Events

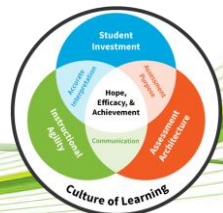


Senge, P. (2000). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. New York: Doubleday.



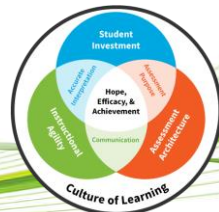
Task 5: Securing Commitment

- Sometimes the actions are less direct, and arise from underlying mental models, biases, or mindsets of which we may or may not be aware.
- Reflect on a current event in your school. The event could be a celebration or an opportunity for improvement.
- **Individually or collectively use the framework to process your reflection.**



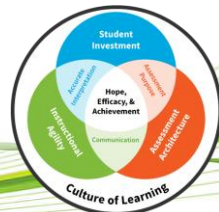
Discuss the shift from using assessment to *sort and categorize* students to using assessment to **motivate and engage** our students to exhibit a growth mindset and be active partners in their own learning

LEARNER OUTCOME 3



Task 6: Gifts, Talents, and Virtuosity

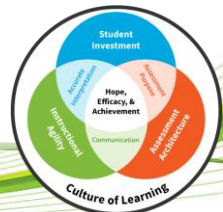
- Think about the team of people you work with. They may or may not be sitting next to you today.
- On a piece of paper, write down 2–3 **virtuosity** of each individual. Virtuosity consider *the strongest skills or assets they contribute* as a member of your team.



Task 6: Gifts, Talents, and Virtuositities

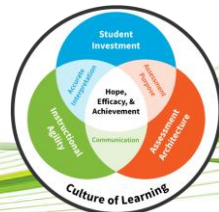
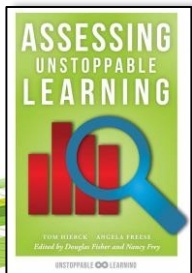
Share your virtuositities with your teammates when you return to your district.

- What impact would this celebration of people have on your team? Your school?
- What if teachers did this with their students? What if students did this for other students?



Closing Debrief

- What are three key ideas you are taking from today?
- What is your next first step as you consider this work for your practice?
- Post your ideas ([@freeseeframe912](https://twitter.com/freeseeframe912)).





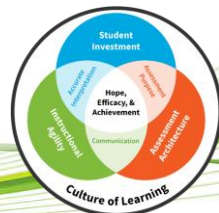
Please take a moment to
complete your session
evaluation before you go.

I appreciate your feedback!

Angie Freese

freese912@gmail.com

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