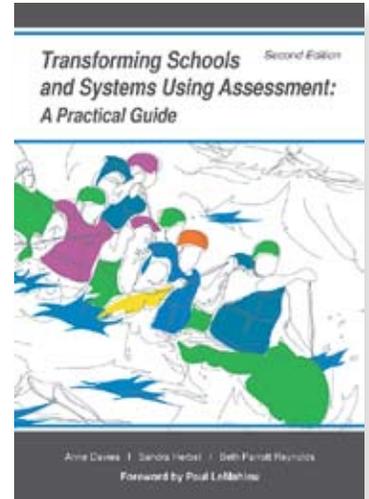


# Transforming Schools and Systems Using Assessment: A Practical Guide



## Learning Goal:

This Conversation will focus on helping leaders to examine eleven areas that require attention as they engage in system change, using assessment *for learning*.

## Materials:

*Transforming Schools and Systems Using Assessment: A Practical Guide* by Anne Davies, Sandra Herbst, and Beth P. Reynolds for each participant.

## Getting Started:

1. Set the context by reminding participants that system change is complex work that occurs over time. Explain that it is essential that assessment *for learning* be a part of everyone's work. Assessment *for learning* requires commitment and involvement at all levels – leaders, teachers, and students. It is not enough that teachers alone are asked to engage in assessment *for learning*.

Leaders at every level need to:

- Understand the essential elements of assessment *for learning*
- Use the principles of assessment *for learning* to transform schools and systems
- Provide support for each person and each system to continue learning, using assessment *for learning*
- Model quality assessment practices in their own work

2. Ask each participant to number off from two to twelve and read one chapter in the text so all chapters are read (Chapter One is an introductory chapter). Ask readers to record key thoughts and ideas as they read, using a simple four-square recording sheet or four sticky notes.

|                               |                                      |
|-------------------------------|--------------------------------------|
| NOTES: Ideas About What Works | NOTES: Ideas About What Doesn't Work |
| Connections                   | Questions                            |

3. Once they have finished reading, meet with two or three others who have read the same chapter and form an expert group. Ask participants to record the top three ideas on their notes, using the same four-square format. Each group member should have similar notes as they will be sharing with others that did not read the chapter.

...continued

## Directions for a Professional Learning Community Conversation

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4. Have participants form groups to include a representative from each of the chapters read (all chapters represented). Ask participants to share the big ideas from their expert group as well as one thing they plan to *do or think about differently* as a result of the reading and conversations of the day. Ask one person to record the individual commitment to action.
2. Invite participants to agree to complete the end-of-chapter activities, chapter by chapter. Select the first chapter to begin this work and pick a date to return and share the work in progress.
3. Have participants think of initial changes that might be made based on their readings. Encourage them to think about second-level changes. What are some of the “ripple” effects or secondary consequences that may occur as the result of the change?

### Debriefing the Learning:

As a large group, invite participants to make connections. Have them think of their own context and how it might change if they tried an “Idea That Works” and what might be a challenge to implementing that idea. Discuss questions that emerged and have the group do some collective problem solving.

### Taking Action:

Choose one or more:

1. Invite participants to collect evidence of what is working and what is not working to bring back to the next professional learning conversation. Agree to enter into an action research-based professional learning cycle to deal with questions and challenges that emerge.