

Getting ready

PROFESSIONAL DEVELOPMENT PREPARATION FOR NEW ASSESSMENT SYSTEMS

In *Building professional development to support new student assessment systems*, Stephanie Hirsh, executive director of Learning Forward, identified six professional learning needs that coaches and teacher leaders can begin to address to help teachers prepare for the common assessments.

<p>ASSESSMENT LITERACY Teachers need to understand the distinctions between formative, interim, and summative assessments.</p>
<p>What plans can you make now to help educators develop this understanding and practice their new assessment skills in the context of current work?</p>
<p>TECHNOLOGY SKILLS Identify the basic technological skills teachers and administrators will need for the new assessments.</p>
<p>What skills and knowledge will teachers need to access and use the new assessment system?</p>
<p>What will administrators need to know to support teacher learning?</p>
<p>CCSS ENGAGEMENT While the state consortia are developing their assessment systems, teachers can begin to integrate the Common Core State Standards (CCSS) into their own classrooms. Plan to introduce the standards over several months, followed by ongoing support for a minimum of one year.</p>
<p>How can you engage teachers in the knowledge, skills, dispositions, and practices needed to implement the CCSS and assessments?</p>

TOOL

COLLABORATIVE CULTURES

Success depends upon a culture of shared responsibility, collective knowledge, and collaboration to improve instruction for all students.

How can you use this period of change to establish collaborative norms in your school?

Teachers will need ready access to one or more teacher leaders in their buildings who are expert on CCSS and related curricula and assessments.

Which teacher leaders can you support to become early adopters and serve as champions and models for implementation?

What professional development will these early adopters require to support their own roles as coach and facilitator to other teachers?

PEER NETWORKS

Teams of teachers will need to collaboratively study the standards at a deeper level, plan for integrating the new assessments, interpret assessment results, problem solve, construct new lessons in response to assessment findings, and more.

Who do you know who can help you advocate for setting aside regular time for teachers to network with their peers?

Source: Adapted from **Hirsh, S. (2011).** *Building professional development to support new student assessment systems.* Washington, D.C.: Arabella Advisors.