



Coach a Teacher on an Individual Assessment Review

*Part of the DATA LITERACY FOR INSTRUCTIONAL
LEADERS Series*

Introduction

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning. An important part of being data literate for educators is being able to identify when assessments are reliable, in other words, when they assess identified learning targets effectively. In this professional learning activity, you will provide feedback to an individual teacher using the assessment review tool, but you will also work with that teacher to consider the strengths and areas of concern about the process, as well as plan how the tool might be used more widely in the school.

Alignment with PADEPP Standards and Criteria

This professional learning activity can be used as part of PADEPP Standard 9 to develop and implement an appropriate annual professional development plan. In addition to Standard 9, this professional learning activity aligns with the following PADEPP standard(s):

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

- Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.

Competency

The instructional leader must be able to coach a teacher so the teacher can improve the reviewed assessment and/or other assessments to assess learning targets more reliably.

Instructions

1. Ensure that you are familiar with the Assessment Review tool and guidelines.
2. Identify a teacher with whom you would be comfortable doing the review and who would be comfortable receiving your feedback. Since this might be a teacher who can support implementation of the review with colleagues, it would be strategic to do this activity with one of your teacher leaders or a teacher known to have a strong understanding of data and assessment.
3. Tell the teacher that you would like to work with him/her to try an assessment review tool using one of the teacher's assessments. Emphasize that this will not be an evaluation, but that you hope the teacher will be able to use the experience to reflect on how his/her

assessment functions to assess identified learning targets. Also, emphasize that your goal is explore how the assessment review tool might be used with more teachers.

4. Complete three activities prior to the meeting:
 - A. Get a copy of the teacher's assessment and its associated learning targets.
 - B. Follow the guidelines and review the teacher's assessment, completing the notation and all of the reviewer sections to the best of your ability. Be sure to give the teacher all notes generated from the review.
 - C. Provide your feedback to the teacher, emphasizing that this is a new experience for you and you look forward to his/her thoughts when you meet. Ask the teacher to complete the teacher/author reflection section prior to the meeting and bring the entire review with him/her.
5. Start the meeting by putting the teacher at ease, thanking him/her for being willing to try this activity. Remind him/her that you have not kept a copy of the review and that your goal is simply to provide good feedback, practice using the tool, and consider ways that the tool might benefit the faculty's data literacy.
6. Discuss the teacher's perception of your feedback and his/her reflection. Encourage him/her to go through your review and his/her reflection. During the discussion, focus on asking or answering any clarifying questions, but do not enter any kind of debate. The goal is for both parties to become more data literate, not determine who is right or who is wrong.
7. After discussing the teacher's perceptions, discuss the process. You might ask:
 - As a teacher, what were the strengths of this process for you? What aspects need to be improved or considered?
 - What are the benefits of using an assessment review tool like this more widely in our school? How might we go about introducing a tool like this in a way that the faculty will engage?
8. At the end of the meeting, be sure to thank the teacher again. Depending on the information you have received and how well the review went, you may wish to try the review again with another teacher.
9. After the meeting with the teacher or teachers, create a written reflection considering strengths, areas to improve, and next steps. Be sure to clearly respond to all reflection questions as follows:
 - How was the teacher's thinking different than your own?
 - How might this review reflect on the reliability of other assessments in your school?
 - How would you improve your coaching and use of the review tool and guidelines with other teachers in individual meetings?
 - How might the tool be used more widely in your school?

Note that there is a second, separate PLA for coaching a teacher team through an assessment review.

Learning Resources

South Carolina Department of Education. (2017). *Prepare for an individual assessment review*.

Retrieved from <https://ed.sc.gov/educators/educator-effectiveness/professional-learning/data-literacy/>

Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
Leader Reflection	The leader's reflection is not complete.	The leader's reflection contains thoughtful responses to all questions.	The leader's reflection contains thoughtful responses to all questions, and contains additional reflection and/or planning.

Submission Guidelines

The principal or instructional leader should submit his/her proof of learning to a supervisor and discuss next steps.

ASSESSMENT REVIEW GUIDELINES

The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

1. Get/Make a clean copy of the assessment for you to notate.
2. Make certain you know what targets the assessment is meant to measure. There should be a list of standards or objectives indicated on the assessment or attached to the assessment. Review the indicated learning targets. Also make certain item values are indicated. If learning targets are not included, you will not be able to complete the review.
3. Review the assessment item by item.

Next to each item, note the target assessed. Each criterion of a rubric or checklist should be considered a separate item. Remember, this is not an approximation. The item must assess the type of learning described in the target specifically.

Do not assume that an item assesses a given target just because the target has been indicated.

If none of the indicated targets are assessed by that item, please mark it OFF for *off target*.

Any extra credit items should be disregarded.

4. Review the assessment for item values. Determine and note how much of the overall assessment's value is measured by each item. In other words, out of the overall 100%, how much does each item count?

If item values are not indicated, assume each item comprises an equal portion of the assessment's 100% value.

Again, extra credit items should be disregarded.

5. Complete an Assessment Review Summary sheet.
6. Give the completed Assessment Review Summary sheet to the teacher/author along with the notated copy of the assessment.

These assessment review guidelines and summary were developed by Jennifer L. Morrison in 2012 for the North Carolina Department of Public Instruction and North Carolina Center for the Advancement of Teaching as part of the state's Seize the Data professional learning series. The author thanks Dr. Sandy Brossard for her inspiration during the 2007-08 school year in South Carolina.

ASSESSMENT REVIEW SUMMARY

If possible, when returning this review summary to the teacher/author, please include the notated assessment. The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

Assessment Name:	
Assessment Type:	
Teacher/Author:	
Subject/Grade:	

Reviewer:	
Date of Review:	

Are learning targets indicated? ☐ Yes ☐ No
Are item values indicated? ☐ Yes ☐ No

ON TARGET ITEMS *to be completed by reviewer*

Target	List Items On Target	% of overall value

OFF TARGET ITEMS *to be completed by reviewer*

List Items Off Target	% of overall value

Note: Percentages of overall value should add up to 100%.

ANALYSIS *to be completed by reviewer*

Question	Answer	Reviewer Notes
What percentage of the assessment is on target?		
What percentage is off target?		
Can you identify any possible problems or obstacles for students in the assessment's formatting, style, and/or language?		

REFLECTION *to be completed by teacher/author*

Question	Reflection
If there are items identified as off target, why were these included in the assessment?	
In regard to the overall analysis, what works well in the assessment?	
How will you improve it?	