

ASSESSMENT TO IMPROVE STUDENT OUTCOMES

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*Improve Student
Outcomes*

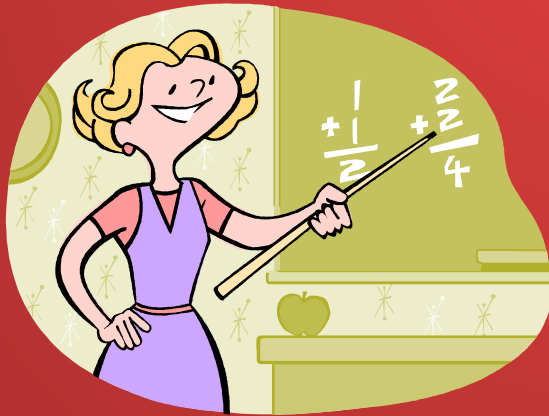


Assessment

ASSESSING TEACHERS

- Quality of “instruction”
 - Principal evaluation
 - Peer evaluation
 - External ratings
 - Student ratings
- Student Outcomes
 - Student learning objectives
 - Observation based ratings
 - Direct assessments
- Also,
 - Involvement of parents
 - Support of colleagues
 - Initiative and innovation

DO IT RIGHT...



DO IT WRONG...



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graph TD; A([Competence & Confidence]) --- B([Control]); A --- C([Connectedness]); B --- C;
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Competence
&
Confidence

Control

Connectedness

Confidence
SUPPORT

Control
BUY-IN

Connectedness
RESPECT

Without Buy-In



Without Feeling Respected



Without Confidence



CONTROL (BUY-IN)

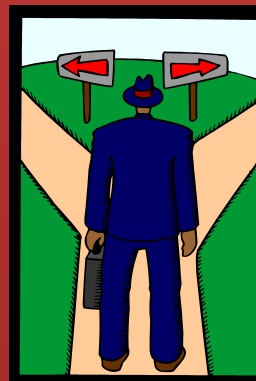
1. Communication/clarity/
transparency



2. Input/consultation



3. Choice

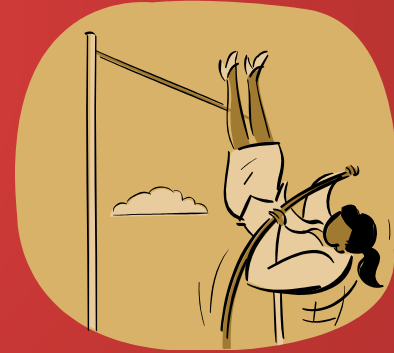


CONNECTED/RESPECTED/VALUED



CONFIDENCE

1. Achievable standards/goals

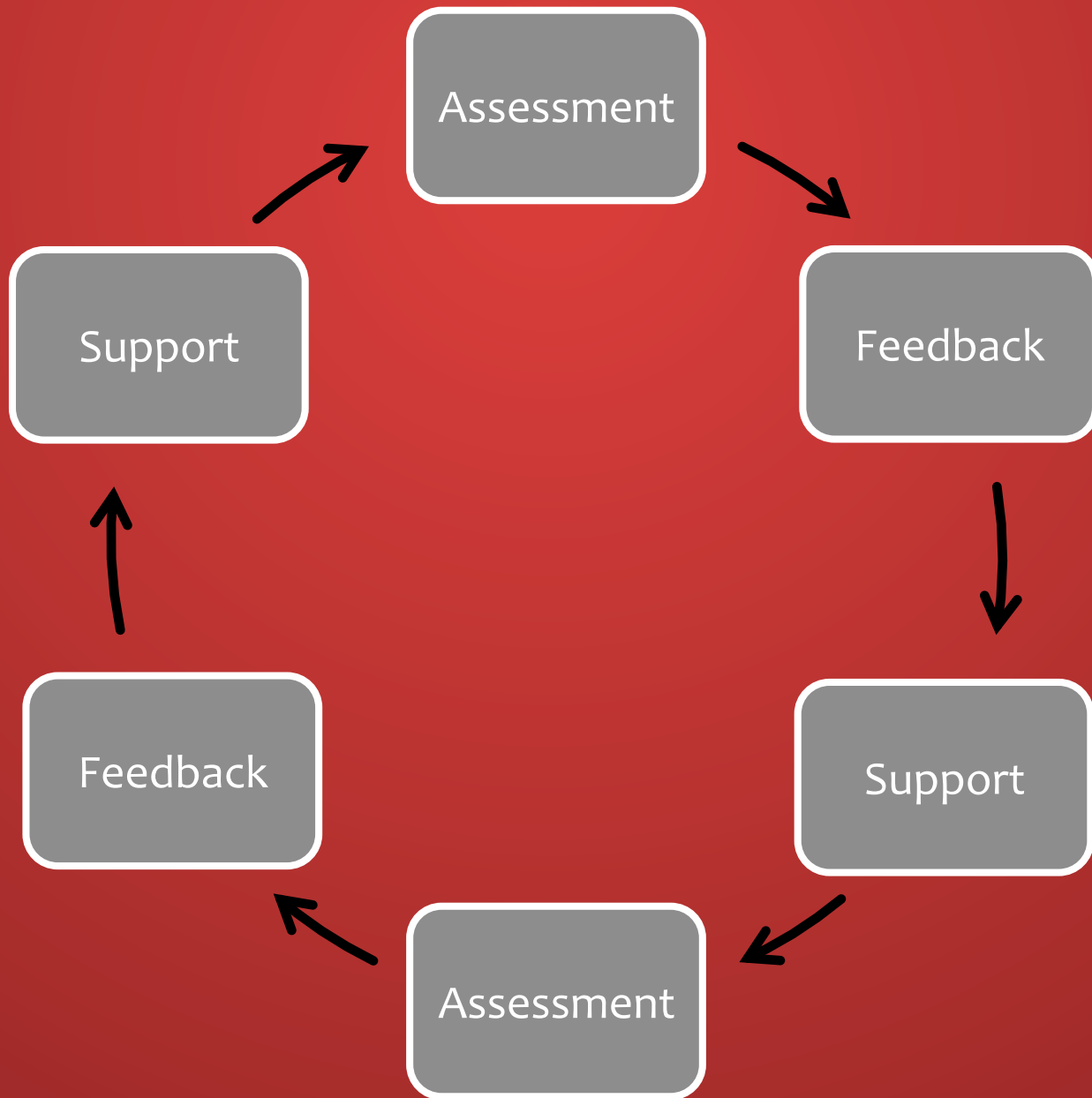


2. Support to achieve them



DEVELOPING CONFIDENCE AND COMPETENCE

- Define behaviors, knowledge & skills that describe effective teaching along a continuum (e.g., a rubric)
- Provide *ongoing*, constructive, specific feedback linked to the rubric
- Provide individualized support (e.g., coaching) and other learning opportunities (e.g., collaboration, observations, workshops)
- Provide professional development directly linked to teachers' needs



STUDENT ASSESSMENT

- Screening assessments
- Informal daily observations built into instruction and activities
- Formative/benchmark assessments
- Summative assessments

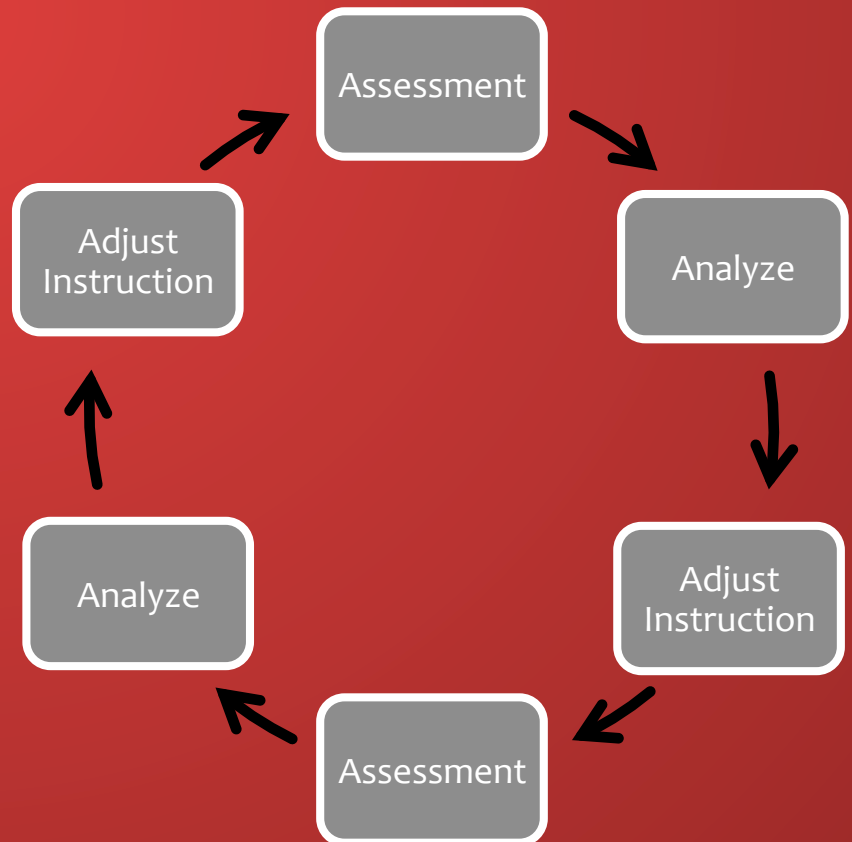
FORMATIVE ASSESSMENT

- Clear purpose
 - administrator and teacher buy-in
- Training in administering assessment
- Learning communities and support to identify problems and plan adjustments to instruction
- TIME

TEACHERS



STUDENTS



Confidence
SUPPORT

Control
BUY-IN

Connectedness
RESPECT

DO IT RIGHT...

