PETER FELTEN ASKED THESE QUESTIONS:

Are we contributing in meaningful ways to our students' learning and development?

How would we know?

How would our students know?

BARBARA WALVOORD DEFINES ASSESSMENT

"Assessment is the systematic collection of information about student learning…to inform decisions that affect student learning."

QUESTIONS:

How can we assess *for* learning?

How can we do assessment *with* students?

What are the students actually doing, thinking, understanding?

CONTEMPLATIVE PRACTICE, STUDENT EVALUATION, PROGRAM ASSESSMENT:

THE LEARNING RECORD

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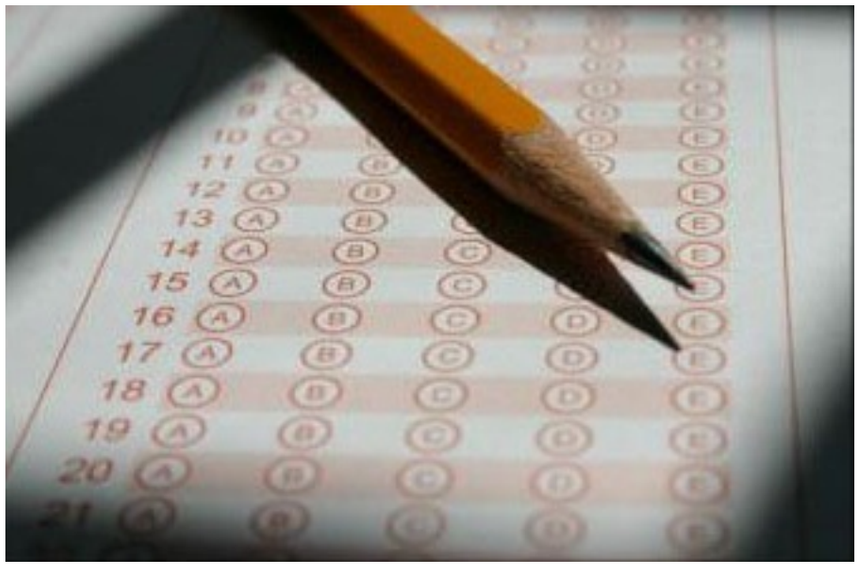
HOW DO WE ASSESS THIS?



MUCH LESS CONTEMPLATIVE PRACTICE

HERE?

WHAT ABOUT THE TEACHERS USING MINDFULNESS PRACTICES:

HOW CAN THEY BE FAIRLY ASSESSED?

WHAT ABOUT PROGRAMS AND DEPARTMENTS:

WHAT IS AUTHENTIC ASSESSMENT?

ACTUALLY

THERE IS A MODEL:

The Learning Record

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MID-1980'S

LONDON INNER CITY SCHOOLS

DIMENSIONS OF LEARNING

- Confidence and independence
- Knowledge and understanding
- Skills and strategies
- Use of prior and emerging experience
- Reflection
- Creativity, originality, imagination

THANK YOU LEV VYGOTSKY!

Quotations from

Lev Vygotsky
(1896-1934)

- Children construct their knowledge
- Development can not be separated from its social context
- Prior conceptions and new concepts are interwoven
- Language plays a central role in mental development

THE ARCHITECTURE OF THE LR

- Part A
- Part B
- Part C
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Part A: Background and aspiration
- Part B
- Part C
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Part A: Background and aspiration
  - Beginning of the term
  - A.1 Personal Reflections on your own development
  - A.2 Aspirations and intentions for the course

THE ARCHITECTURE OF THE LR

- Part A
- Part B
- Part C
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Observations
  - Throughout the term: 2 per week
  - Brief snapshots of learning moments
    - Struggle
    - Confusion
    - Accomplishments
    - Connections
    - Anything related to learning

THE ARCHITECTURE OF THE LR

- Observations
  - Date of observation
  - Context: class, reading, group work, everyday life
  - Brief: two or three sentences
  - Related: learning connected to course

SAMPLE STUDENT OBSERVATION

Date Observed: 9/19/13 Context: group

Activity: Politics & Reality discussion

Observation: One of the readings for this class advised to not let our emotions define ourselves. For instance, instead of thinking, “I am angry”, we should be thinking, “I am a person feeling anger”. This, to me, makes emotions like anger and sadness feel more temporary since it emphasizes the *feeling* of it, not the *being* of it.

THE ARCHITECTURE OF THE LR

- Part A
- Part B
- Part C
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Samples of Work
    - Selected from all work related to the course
    - Representative of learning arc over the term
    - Ground the Part B analysis

THE ARCHITECTURE OF THE LR

- Part A
- Part B: Analysis of learning
- Part C
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Part B: Analysis of learning
  - Midterm and final
  - Framework:
    - Dimensions of Learning
    - Course objectives
    - Evidence: observations and work samples

THE ARCHITECTURE OF THE LR

- Part B: Analysis of learning
  - Theoretically informed
  - Aligned with course objectives
  - Grounded in “naturally-occurring” evidence
  - Personally meaningful

THE ARCHITECTURE OF THE LR

- Part A
- Part B
- Part C: Evaluation
- Observations
- Samples of Work

THE ARCHITECTURE OF THE LR

- Part C: Evaluation
  - Midterm and final
  - Reflection on aspiration, analysis, and evidence
    - Course grade criteria
    - Matching evidence and evaluation by criteria
    - Grade estimate by student
    - Grade response by teacher

THE TIMELINE OF THE LR

- Part A: Beginning of the course
- Part B: Midterm and Final
- Part C: Midterm and Final

- Observations: Throughout the course
- Samples of Work: Throughout the course

THE LR FOR TEACHING EVALUATION:

PART A
PART B
PART C
OBSERVATIONS
WORK SAMPLES

DIMENSIONS OF LEARNING

- Confidence and independence
- Knowledge and understanding
- Skills and strategies
- Use of prior and emerging experience
- Reflection
- Creativity, originality, imagination

…in teaching

THE LR FOR TEACHING EVALUATION:

PART A
PART B
PART C
OBSERVATIONS
WORK SAMPLES

THE LR FOR PROGRAMS AND DEPARTMENTS NOW IT GETS INTERESTING…

THE ARCHITECTURE OF THE LR FOR DEPARTMENTS AND PROGRAMS

- Part A: Our shared history and vision for the program
- Part B: Analysis, dimensions of learning, evidence
- Part C: Evaluation by stakeholders, based on shared criteria
- Observations: From all stakeholders
- Samples of Work: Teacher LRs, student LRs, program products, courses, strategic plans, syllabi

THE ARCHITECTURE OF THE LR

- Is consistent for students, teachers, and programs
- Supports longitudinal studies of teachers and programs
- Informs professional development and program improvement
- Creates communities of practice for teaching and learning
  - Moderation readings: open, public, collaborative
  - Shared language and concepts
  - Mutual support and connection
  - Adaptive course correction
  - Natural evolution of best practices

PETER FELTEN SUGGESTED WE DO THIS:

As we gather, analyze, act [on assessment data] ask, is it:

- linked to purpose and question?
- grounded in context?
- conducted with appropriate methods?
- done with students?

THE LEARNING RECORD

Yes, we *can* have assessment that we can value and cherish, assessment that is

- Developmental, rather than deficit-based
- Humane
- Meaningful
- Mindful
- Responsible
- Connected
- Caring

WE CAN PROVIDE PROFOUND, MEANINGFUL ASSESSMENT THAT ACCOUNTS FOR CONTEMPLATIVE PRACTICE IN STUDENTS, CLASSES, TEACHERS, AND PROGRAMS.

LET'S DO IT.

THANK YOU!

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