

Evaluation meeting, 4.6.05

2:15 – 4:00 pm. TTUSD Office Board Room

Attendees

Katie Fesus, ARC

Heidi Bushway Verkler, TLES Teacher, BMP project

Nancy Kerr, ACMS Teacher, Ecoliteracy project

Paul Smith, THS Teacher, Fire Restoration project

Jan Ellis, SWEP + BMP and Fire Community Partner

Dan Allison, SWEP

Laurie Martin, TTUSD Comm. Youth Dev.

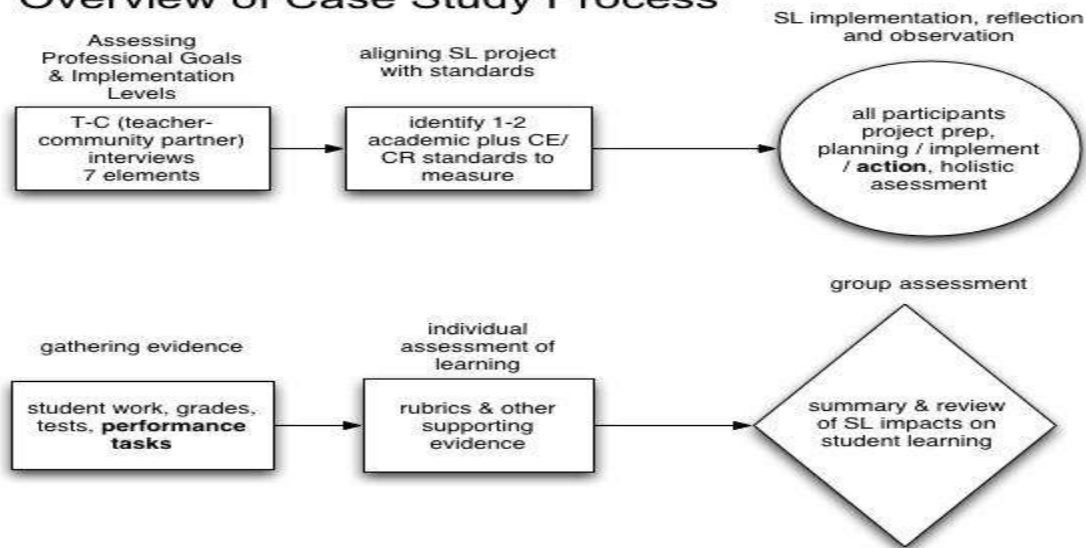
Deborah Loesch-Griffin, outside evaluator for CalServe

Sarah Dorland, SL coordinator

Ashley Taylor, TTUSD/SWEP AmeriCorps VISTA

Overview of Case Study / student assessment system:

Overview of Case Study Process



1) Assessing Professional Goals and Implementation Levels: complete Teacher- Community Partner Interview

2) Identify 1 academic standard and 1 civic standard: pick the standard that is most consistently reinforced throughout your project!

Academic Standards:

BMP – Technology writing, scientific method, science terminology

Ecoliteracy - Dichotomy/classification, nature journaling, plotting and measurement, scientific tools, scientific method

ARC – Reading (vocabulary, writing, communication, public presentations), science research, literacy

Fire Ecology – scientific method

Civic Standards:

BMP – using voice: expressing opinions factually/publicly

Ecoliteracy – valuing place (Sagehen) and its contribution to science

ARC – sense of responsibility, contribution and action (empowerment) to group

Fire Ecology – Awareness of social + environmental issues: nexus of people and place, impact of human behavior on environment

3) Implementation, reflection and observation: what all went into this project?- planning and implementation, a holistic assessment.

4) Gathering Evidence: student work, test, grades, performance task

Select performance task (a way students can demonstrate what they have learned) and then choose rubric and other supportive evidence.

Performance tasks:

Products – i.e.: keys, grids, brochures, interpretive trail published writing

Oral presentations

Tests

Teaching

Reflective piece – journal

Writing sample

5) Individual Assessment of Learning – use rubric from Deborah

It's possible to have one "portfolio" of multiple performance tasks and have one rubric to assess/reflect on learning.

6) Group Assessment – summary and review of SL impacts on student learning, compiled by Deborah

Teacher Checklist

By June 1st:

- Teacher SL 5 element interview (already completed by all teachers)
- Teacher- Community Partner interview
- Lesson plan / project log, activities + schedule
- List of standards, academic and civic
- Performance task description and criteria
- Knowledge components

By June 30th

- Individual rubrics (2 per student)
- Resiliency module/ D.A. survey
- Select two samples of student work to show class range