

Professional Development Situation: Coaching

Skill Focus: Making Authentic Assessments

Time Required: 15 minutes

DO THEY GET IT?

Afterschool staff and volunteers will be able to use formative assessment as a tool to communicate expectations before, during, and after student learning.

Agenda

See the Skill in Action— 10 minutes

- [Do They Get It?](#) video-based learning module

Setting Goals— 5 minutes

Materials

- Computer with internet connection
- [Do They Get It?](#) video-based learning module
- [SMART Goals Action Plan](#)
- [Using Student-Centered Assessment](#)
 - If conducting this session virtually, be sure the participant has access to these as well.

Before the Session

- **Read this coaching guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style.
 - *Italics indicate text that can be read aloud or emailed to the participant.*
- Send an email to the participant being coached:
 - *Our coaching session is scheduled for DATE at TIME. We will focus on “Making Authentic Assessments”. Please feel free to contact me with your questions or concerns at CONTACT INFORMATION.*
- Gather all materials needed for the session.

During the Session

See the Skill in Action (10 min)

- Cue up the [Do They Get It?](#) video-based learning module. After viewing the video, ask the participant:
 - *How does this relate to ways you use assessments already in your work?*
 - *What strategies did you notice the instructor using in this video?*
- Also discuss these questions with the participant:
 - *What can you assess with traffic light cards? (student confidence or student knowledge)*
 - *What are some of the reasons you might not use traffic light cards in a knowledge-testing activity with youth in front of the classroom? (Can be stressful for kids to get up in front of their peers and have cards waving in their faces, reciting definitions isn't a sign of deep learning)*
 - *How can you add something to your practice from the video?*
- Now pass out the cycle of assessment handout [Using Student-Centered Assessment](#). Give the participant a few moments to look over the diagram on the handout before asking:
 - *Which of these three areas would you say you're the strongest in? Which could use improvement?*

Setting Goals (5 min)

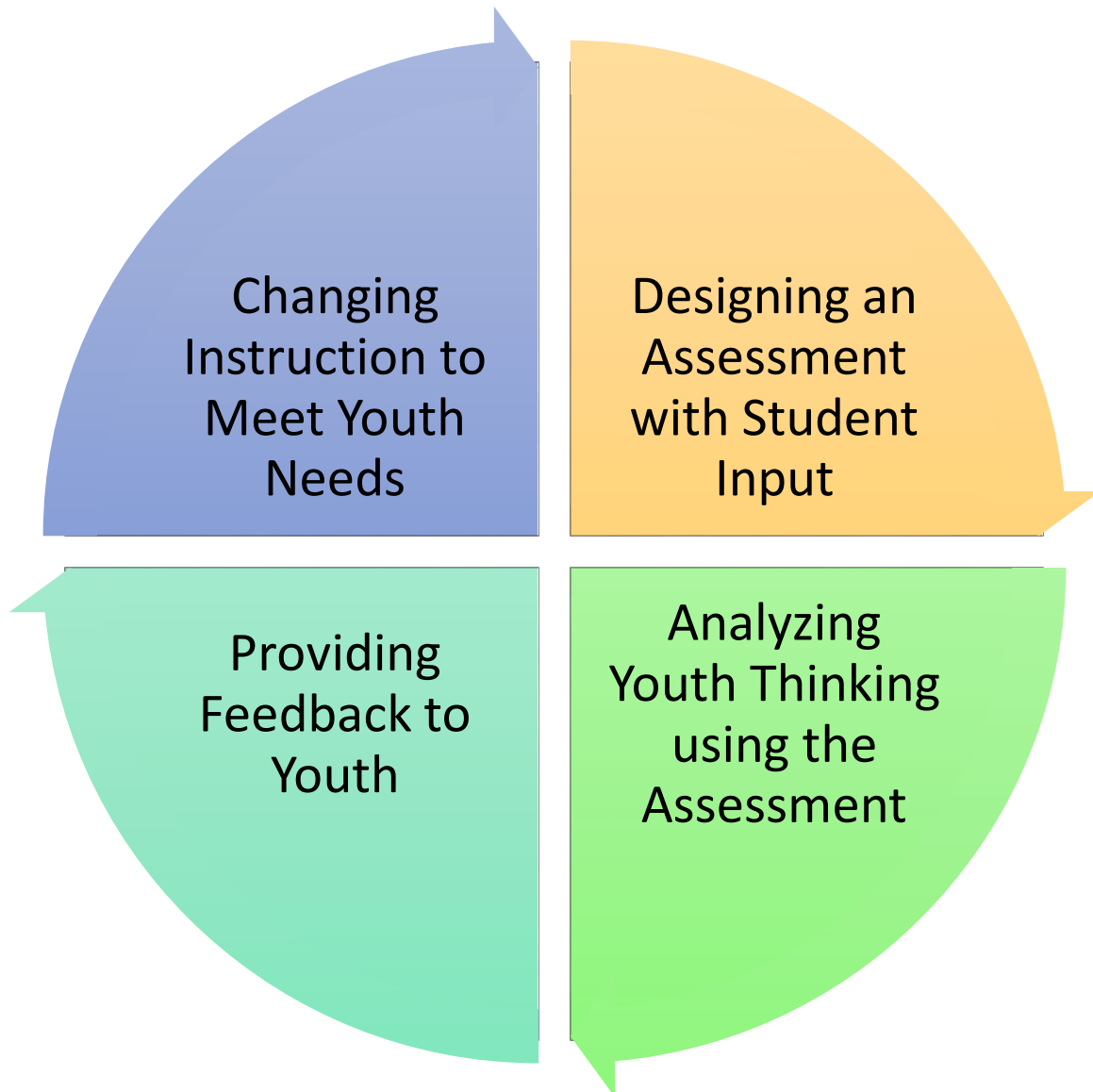
- Make a SMART goal with the participant. Use the [SMART Goals](#) action plan.
- Remember that SMART Goals should be:
 - Specific – It is clear what you are trying to accomplish (what do we care about?)
 - Measurable – You will know when you've accomplished your goal
 - Achievable – You can do this because the goal is not too big or too small
 - Relevant – The goal relates to this skill and what you do in your program
 - Timely – The goal can be accomplished this month

After the Session

- Follow up with your participant to see how they are progressing on their action plan. Try to be supportive and helpful, not evaluative.

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

Using Student-Centered Assessment



SMART Goals

Action Plan

NAME: _____ DATE: _____

Concept/Problem Statement:

Goal Statement:

Specific: What specific action will you take?

Measurable: How will you measure the results?

Attainable: What will be different?

Relevant: The goal relates to this skill and what you do in your program

Timeframe: The goal can be accomplished this month
