

Professional Development Situation: Coaching

Skill Focus: Making Authentic Assessments

Time Required: 35 minutes

USING ACTION TO DETERMINE NEXT STEPS

Participants will use the “Assessing Learning” video-based learning module to set goals for assessment

Agenda

Reflection— 15 minutes

- [Making Authentic Assessments Self-Reflection](#)

See the Skill in Action—10 minutes

- [Assessing Learning](#) video-based learning module

Setting Goals—10 minutes

- [Goal Setting and Action Plan](#)

Materials

- Computers with internet connection
- [Making Authentic Assessments Self- Reflection](#)
- [Assessing Learning](#) video-based learning module
- [Goal Setting and Action Plan](#)
 - 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”. Before the coaching session, please watch the video-*

based learning module [Assessing Learning](#). Please feel free to contact me with your questions or concerns at [CONTACT INFORMATION](#).

- Gather all materials needed for the coaching session.

During the Session

Reflection (15 min)

- Ask the participant to fill out the [Making Authentic Assessments Self-Reflection](#). Explain that this is their own self-assessment and will be used just like the authentic assessments they will do with youth—to find out more information and to help decide next steps.
- Allow time for the participant to fill out their reflections before asking them to share.
 - *Looking over your self-reflection, which skill/skills do you think are your strongest? Which ones could you improve on?*

See the Skill in Action (10 min)

- Ask the participant to share what they remember from the [Assessing Learning](#) video-based learning module.
- You will re-watch the video together to make final observations about Perrin's assessment strategies.
- Cue up the [Assessing Learning](#) video-based learning module.
- Re-watch the video. Ask the participant to pay attention to the ways that Perrin assesses STEM learning.
 - *How does Perrin assess learning? (through observation, looking at student work including acrostic poems, asking about their group dynamics)*
 - *What would you like to incorporate in your own practice?*
 - *What goal did you choose to implement? Did Perrin provide an example of how to do this?*
 - *What support might you need to try this new assessment strategy?*

Setting Goals and Action Plan (10 min)

- Ask the participant to fill out the [Goal Setting and Action Plan](#).
 - *As you are completing your goal setting and action plan, think back on the self-reflection that you did at the beginning of this session and the strategies that Leslie and Shari used for ideas when making goals for yourself.*
- Ask the participant to share which goal they chose to implement and be sure to record their goal.

After the Session

- Follow up with your participant to see if they have tried any of the activities you modified. 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>

Self-Reflection

Consider each of the statements below. Circle the number that best describes you. There are no right or wrong/good or bad responses.

1= not at all true

3=somewhat true

5= very true

- 1 2 3 4 5 I understand how to evaluate what youth learn before, during and after STEM activities.
- 1 2 3 4 5 I use information about what youth understand to plan learning experiences.
- 1 2 3 4 5 I have students demonstrate what they know.
- 1 2 3 4 5 I check for understanding without having youth raise their hands.
- 1 2 3 4 5 I observe youth (as they do activities) for: questions they ask; risks they take; and ways they communicate their learning.
- 1 2 3 4 5 I am clear about the outcomes I hope to achieve.
- 1 2 3 4 5 I set up activities to measure those outcomes through: demonstration, discussion of findings and graphing of findings.
- 1 2 3 4 5 I know how to recognize and support children's expressions of curiosity.
- 1 2 3 4 5 I know how to recognize the ways children make sense of things.
- 1 2 3 4 5 I help children gain purpose and deeper understandings about what they are doing by adding complexity to the experience.
- 1 2 3 4 5 I ask guiding questions to help children make sense of and process what is happening during explorations.
- 1 2 3 4 5 I encourage children to describe their observations precisely.
- 1 2 3 4 5 I encourage children to clarify their thinking and to justify their arguments.
- 1 2 3 4 5 I have youth use diagrams, maps and other models as tools to help them elaborate their ideas and present them to others.

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
