

Figure 6.3: School or District Three-Year Assessment Professional Development Plan

Long-term goal: By the end of the three-year implementation, teachers will have a systematic approach to the quality design of standards-based assessments that will lead to actionable data.

Short-term goals:

Year one—Capture all professional learning days for the following.

1. Learn about and understand assessment as a cycle.
2. Gain a common and detailed understanding of an approach to deconstruct standards.
3. Understand assessment design and create quality assessments based on the standards that will lead to quality, actionable data.

Year two—Capture all professional learning days for the following.

1. Continue embedding the work from year one.
2. Learn more about and share ideas regarding the collecting, organizing, and interpreting of data.

Year three—Capture all professional learning days for the following.

1. Continue to embed the work of years one and two.
2. Concentrate on the response to data. Share ideas, and create learning opportunities.
3. Create classroom and school structures that support implementing a response to essential data.

Specific Actions to Achieve Short- and Long-Term Goals:

Plan Details—Year One			
Action Steps	Measures of Success	Person or People Responsible for Research and Implementation	Date of Initial Implementation
Learn about and understand assessment as a cycle.	Teachers will be able to identify and use an assessment cycle independently and with their collaborative team.	Team leaders at each grade level and in each department will identify those who will research. All are responsible for implementation.	September 10
Gain a common and detailed understanding of an approach to deconstruct standards.	All teachers will have a common approach to the deconstruction of standards. Teachers will use this approach in teams and independently.	Principal will provide approach.	November 1
Understand assessment design and create quality assessments based on the standards that will lead to quality, actionable data.	Teachers and teams will design assessments and share them at faculty meetings to demonstrate proficiency and share great ideas.	Team leaders	February 1

Anticipated Plan Details—Year Two

Action Steps	Measures of Success	Person or People Responsible for Research and Implementation	Date of Initial Implementation
Continue to embed the work of years one and two.	Share sessions at faculty meetings, and observe team meetings.	Principal, leadership team, team leaders, all teachers	October 1
Learn more about and share ideas regarding the collecting, organizing, and interpreting of data.	Choose and read one book per semester that promotes the goal.	Team leader	October 1 and February 1

Anticipated Plan Details—Year Three

Action Steps	Measures of Success	Person or People Responsible for Research and Implementation	Date of Initial Implementation
Continue to embed the work of years one and two.	Data discussions occur during faculty meetings and meetings. The plan is the focus of all professional learning days.	Principal and leadership team	First day of school
Concentrate on the response to data. Share ideas and create learning opportunities.	This is the sole work of collaborative teams. Data discussions occur during faculty meetings and meetings. The plan is the focus of all professional learning days.	Team leaders and all teachers	October 1
Create classroom and school structures that support implementing a response to essential data.	Data discussions occur during faculty meetings and meetings. The plan is the focus of all professional learning days.	Principal and leadership team	February 1