



The Principal's Role: Using PLC and Assessment to Improve Instruction

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P R O F E S S I O N A L L E A R N I N G & T R A I N I N G

Common Formative Assessment Card Match

- Introduce yourself to your 'desk' mates
- Place cards into two columns
 1. Common Formative Assessments
 2. NOT Common Formative Assessments

A Shift in Use of Assessments

From	TO
Infrequent summative assessments	Frequent common formative assessments
Assessment to determine which students failed to learn by the deadline	Assessments to identify students who need additional time and support
Assessments used to reward and punish students	Assessments used to inform and motivate students
Assessing many things infrequently	Assessing a few things frequently

A Shift in Use of Assessments

From	TO
Individual teacher assessments	Assessments developed jointly by collaborative teams
Each teacher determining the criteria to be used in assessing student work	Collaborative teams clarifying the criteria and ensuring inter-rater reliability when assessing student work
An over-reliance on one kind of assessment	Balanced assessments
Focusing on average scores	Monitoring each student's proficiency in every essential skill

PLC Continuum Rubric

With a partner, look at the Common Assessments tenet to determine:

- Where does your school fall on the continuum?
- What do you need to do to move your school to the next level?

Common Formative (Commative) Assessment Tools



Wake-up Call

- Read the article
- Mark text with:

√ = What I already know

? = Questions I have

! = Surprises



“ You can enhance or destroy students’ desire to succeed in school more quickly and permanently ***through the use of assessment*** than with any other tools you have at your disposal.”

Rick Stiggins

Thank you coming!

**Have a great opening
and wonderful**

2008-2009 school year!

