

## **Part 1 - Basic Project Information**

### **Title of Project:**

The 2017 Teachers' Assessment Leadership Showcase:  
A Professional Learning Community to Strengthen K-12 Classroom Assessment

### **Project Director:**

Matthew Stuve, Ph.D.

### **Project Director Department**

Department of Educational Psychology

### **Is there a co-project director?**

No, but Elizabeth Wood (undergraduate student) and Natalie Schelling (graduate student) helped to develop this proposal.

### **Provide a 1-3 Sentence Abstract for Project**

Students will design, promote, convene, and evaluate a professional showcase of local teachers' best practices with classroom assessment. The showcase will be open to all teachers but will be seeded with exhibits and presentations developed jointly between BSU students and participating K12 teachers engaged in immersive collaboration. The showcase will launch the Assessment Innovation & Resource Studio, a Professional Learning Community and online resource portal designed to support teachers with assessment resources, training, and technologies.

### **Number of Students Projected**

20

### **Credit Hours Awarded Per Student:**

3 hours (Spring 2017) and Summer 2017

### **Time Frame of Funding Request:**

Spring 2017 and Summer 2017

### **Total Budget Amount Requested**

\$25,265 (with \$9,000 contingent on conference proposal acceptance, due Nov. 1)

### **Please list the names of people you consulted during the preparation of your proposal.**

Susanne Plesha, Jennifer Blackmer, Delaina Boyd (Office of Community Engagement), Krista Flynn (Office of Community Engagement), Ruth Jefferson (SPCE), Craig Webster (Event Planning, FCSED), Cathy Siebert (BSU PDS); Deanne House (ACSC)

### **Email Address of Project Director Departmental Chair**

Sharon Paulson, P.h.D.                      spaulson@bsu.edu

**Email Address of Project Director College Dean**

John Jacobson, Ed.D.

jejacobson@bsu.edu

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**Part II - Proposal Narrative**

**Context of the Problem**

In recent years, assessment has become politicized to the point that many view it merely as standardized exams used for comparison. Within the Indiana Assessment Program Manual, Indiana requires the ISTEP+ which is defined as an assessment which, “is criterion-referenced and is designed to measure students’ mastery of the standards. Student performance on ISTEP+ is part of school accountability” (2016). Yet, assessment has a much broader purpose. Having proper knowledge can impact instructional planning, identification of student strengths and weaknesses, and academic decisions. However, according to *Teacher Assessment Literacy in Practice: A Reconceptualization*, “teachers by and large lacked confidence in their assessment practices and were in dire need of assessment training, resources, and opportunities” (Xu, 2016). In this project, Ball State students will work in the context of a Professional Learning Community (PLC) to strengthen classroom assessment culminating in a regional, high profile showcase to promote teacher leadership with assessment.

For more information about more specific needs provided by teachers and how the project will address them, see the section below about how the partner’s needs will be addressed.

**Context of The “AIR” Professional Learning Community**

This proposed course and culminating showcase will be the first large public launch for Assessment Innovation Resource (AIR) Studio. Since Spring of 2015, nine Ball State pre-service teachers have been leading this grassroots Professional Learning Community (PLC). AIR currently consists of a web portal of more than 50 assessment resources, services (The Studio), and school-based collaborations designed around classroom assessment challenges (The PLC). The mission of AIR is to strengthen pre-service and in-service K12 classroom assessment practices for all teachers, starting with our partnering teachers. The objectives of AIR are to:

- Engage teachers in a PLC that identifies and elevates critical needs in classrooms and schools
- Create and curate online resources for assessment
- Convene opportunities to develop assessment knowledge via collaborations with BSU students, participating teachers, and local schools
- Facilitate innovative assessment services with teachers and schools
- Incubate research and development that advances practice and promotes the profession

## Spring 2017 Immersive Learning Course

The primary goals of this Spring 2017 course and the planned 2017 showcase are to advocate for the profession by vocalizing their ideas and to build self-efficacy within the profession for the assessment leadership (advocacy) and skills (self-efficacy) of its members. The AIR Studio and PLC are the vehicles to sustain this project's goals in teacher education and within the profession, over time.

This project has the following objectives for the course:

1. Students will develop, plan, promote, and evaluate a high profile, public showcase on K12 classroom assessment. For more information, reference the following section on "course structure".
2. Students will engage classroom teachers and assessment specialists in the development of content for that Showcase, including:
  - a. Assessment best practices in their classrooms
  - b. Assessment leadership and professional development
  - c. Assessment technologies
  - d. Assessment research
  - e. Assessment policy
3. Students will harness the outcomes of the Showcase to help launch the AIR portal of assessment resources and services for teachers.
4. Students will build sustainability for AIR with state-wide disseminations of its mission, services, and resources as well as fundraising partnership efforts to build capacity for a recurring annual conference.

## Course Structure

The course will likely be EDPS 345, Tests and Measurement, and will be open to all students. The students will be generally organized into two groups: one group will focus on the planning of the showcase and the other group will focus on the teacher engagement necessary to get sufficient presentations. Students will be allowed to self-select into groups but will be encouraged to select the group more suitable to their career goals.

1. **Planning.** The planning group will focus on designing the showcase. It will include a needs assessment, SWOT analysis, and project planning via project management software. Students will work with events planning professionals, including those from Ball State's Office of Outreach and Engagement.
2. **Teacher Engagement.** Students in the teacher engagement group will work with participating K12 teachers to identify assessment solutions or to promote an assessment best practice. They will develop and display their exhibit on assessment at the showcase by engaging in an immersive collaboration. Through this process, the BSU students and

the K12 teachers will offer insights to one another and will provide other teachers throughout Indiana with assessment challenges, resource sharing, and discourse about assessment best practices. The outcome of the collaboration will be an elevated awareness of the potentials within the profession itself to solve key assessment challenges in K12 schools.

3. **Promotion and Marketing.** The planning group will develop the website to have presentation submissions and registration. They will also develop promotional materials, social media campaigns, press releases, and other marketing efforts designed to boost registration and overall impact throughout.
4. **Evaluation.** Both groups will work together to develop an evaluation plan. The planning group will be in charge of executing the evaluation plan but the teaching group will help analyze the data and help interpret it with the K12 teachers after the showcase.
5. **Showcase.** Based on K12 testing schedules and weekend limitations, we have reserved an assembly hall on April 24 at the Alumni Center.

### **Summer 2017 Activities**

#### Conferences and Dissemination

Dissemination and sustainability will be the main themes of the project's continuation in the Summer of 2017. This work will be done via volunteer efforts from the students, instructor and graduate student time. Students will receive support to attend one or more Summer of e-Learning conferences around Indiana, at which they will present outcomes of engagement with teachers as well as other efforts of AIR. Some students will be eligible to present at a suitable assessment related conference with teachers for which their expenses will be covered (see below) in exchange for continued resource development in the summer.

Willing teachers will be supported in continuing their collaborations with students and the project overall. No stipends will be provided but the grant will provide travel to eLearning conferences, the NWEA conference in June in Indianapolis, and—if accepted—presentations at the National Conference for Student Assessment (NCSA) in Austin, TX in June. Attending these conferences will achieve multiple goals including dissemination of showcase outcomes and promotion of AIR. Professional connections made at conferences can provide sources for future collaboration.

#### Portal Development and Capacity-Building

Dr. Stuve, working with student volunteers and a summer graduate assistant, will work on grant writing and other partnership building for the AIR PLC, including building connections with the Indiana DOE and other agencies that serve schools.

This team will also work on the AIR website to add features and services that students (volunteers and those in suitable courses) can use for virtual clinical experiences, including Live Chats for teachers.

They will produce research from the project and evaluation reports for the showcase. They will also begin developing and promoting the 2017 Teachers' Assessment Leadership Showcase.

**Is this a continuing project previously funded by a Provost Grant?**

No

**Explain how this project is student-driven.**

The project is innovative in its proposal to efficiently and effectively pursue a solution WITH our partnering K12 teachers BY our Ball State students. The project meets the qualities of Ball State's Immersive Learning definition:

- Students will earn academic credit in EDPS 345.
- Students will work as an interdisciplinary team consisting of special education, human development, secondary and elementary education, and family and consumer sciences majors with support from graduate students in the Center for Technology Education.
- Students will engage in an active learning process with faculty mentors and their K12 partnering teachers.
- Students and their partnering K12 teachers will present an assessment solution or a promoted assessment using best practices at the showcase.
- Students will confirm their career path by engaging directly with teachers and schools on the important challenges they face. All students will make deep connections to their profession via the real-world products they construct.
- Students are co-authors of this proposal.

**Describe how your partner will contribute to your student learning outcomes.**

**Our partner is any K12 teacher in Indiana.** Based on the recommendation of the Office of Entrepreneurial Learning, we decided to reach out to teachers directly to solicit their personal commitment, instead of a district level. We did this via an online commitment form. We invited teachers who have previously worked with us and we also sent invitations to area principals to consider forwarding to their teachers. Our goal is to have at least one teacher willing to collaborate with each student in the course. Knowing that the showcase will be promoted to all

schools and teachers in Indiana, we should not have difficulty in filling the showcase with content. In addition, the AIR initiative was already presented to educational professionals at four conferences, consistently receiving positive feedback and support, confirming our belief in the need for the project and teachers' willingness to join the effort.

Due to the politically charged and somewhat professionally risky aspects of assessment in today's schools (see following section on needs and challenges), it is important that the level of commitment from each partner—the teacher—be self-defined. For this reason, our commitment form asked for teachers' type, level, and form of collaboration. We want our partners to feel that they can easily, yet meaningfully, participate without risk to their teaching agenda.

**How will the project fill a partner's need, address a challenge, or solve a problem?**

Our participating K12 teachers' assessment challenges will serve as the fuel for our project. The students will be available on-demand to support teachers with their assessment challenges via the AIR portal and collaboration in the local schools. Some potential challenges the volunteer students have defined are:

1. Standardized tests have consumed instructional time and altered how the public interprets assessment and student learning
2. Classroom assessments provide much more formative impact to students yet are diminished in importance
3. Teachers are being evaluated on their students' assessment data for which they lack sufficient training and support

The teachers and schools have requested our help on additional challenges:

1. Constructing and applying assessment plans to identify gaps in the standards
2. Helping teachers analyze their results from statewide assessment to modify and improve upon their instruction
3. Utilizing partner teachers' experience and other best practices in the design of revised or new classroom assessments

**Please attach letters of support from external and/or internal partners showing their understanding of the project and what role they will play.**

Letter of Support from Dr. Sharon Paulson, Chair of Educational Psychology

**List anticipated student learning outcomes for this project:**

The project's student learning outcomes, SLOs, are informed by InTASC standards, the defining academic and professional framework for teaching. This project intersects four critical domains

of the teaching profession: assessment, data literacy, professional development, and technology. These SLOs are expressed below (with their associated InTASC reference number):

#### Data Literacy SLOs

1. 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
2. 6(k) The teacher understands the range of types of multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

#### Professional development SLOs

1. 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
2. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
3. 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

#### Assessment SLOs

1. 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
2. 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
3. 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

#### Technology SLO

1. 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

#### **How will you assess your project's student learning outcomes?**

Since EDPS 345 is an assessment class, the students will help design the assessments for the course that will include formative, summative and performance assessments. The students will

spend the first few weeks designing the assessment framework, with significant input from Dr. Stuve to accelerate their progress (for some students, this may be their first course on assessment). Some of the specific “assignment” assessments include:

#### Objective Tests

In the first month of the course the students will be introduced to assessment fundamentals such as validity, reliability, bias, item design, item analysis, test interpretation, and methods.

#### Constructing Assessment Resources

The students will be responsible for creating a variety of assessment resources with teachers. The quality of each resource will be evaluated using an instrument designed by/for AIR. Existing performance assessment instruments (rubrics) common to teacher education and aligned with the project’s SLOs will be used for these assignments will guide the development of these instruments.

#### Evaluating Assessment Instruments with Teachers

Cooperating teachers will also assess the students in this project. In order to do so, teachers and students will collaboratively design a rubric based on the project’s SLOs. This rubric will assess student dispositions for teaching.

#### **How will the project outcomes be disseminated, presented, or promoted within your profession and/or community?**

There will be three primary outlets of presentation for this project; the public showcase, the AIR website, and the conferences. The focus of the showcase will be the capstone presentation of immersive collaborations between K12 teachers and BSU students. The showcase will be open to the public and promoted via social media and other widely visible channels. The project will also heavily utilize the AIR website. The website will serve as an intermediary platform for presentation of collaborative and independent work of the involved BSU students. For more information, see the section on “summer 2017 activities”.

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### **Part III - Departmental Information:**

#### **Check all that apply regarding your department's approval of this project**

- I have discussed this project with my chair and have received my department's endorsement for this project.
- This project will be implemented through an existing course or courses.

#### **Have or do you intend to seek additional funding or other support for the development of this project?**

Yes

#### **Are there plans to continue this project?**



Yes

**Check all that apply concerning your teaching load:**

- The course(s) I intend to use to implement this project is/are part of my teaching load.
- Other: Summer stipend (8 days)

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**Part IV - Student Information:**

**How many students will participate in this project?**

For formally enrolled students, we expect 10-20 students. EDPS 345 is required for Special Education majors and is an option in the human development minor. The summer activities will be voluntary and given the incentives, we expect between 8-12 to participate in the dissemination activities.

**Will this project be conducted primarily by undergraduate students?**

Yes

**How will students be recruited for this project?**

This is where the current AIR volunteers have been very effective. External marketing and recruitment is closely tied to curricular integration. Since AIR is essential for teacher education, it will be marketed within TC and across campus. We will create a partnership with other teacher education professors to spread the word about AIR. With this partnership, we will be able to gain access to students through classroom visits, flyers, and emails. We would also use social media outlets to give students information and access to the AIR portal. The existing website and the current social media channels will be designed to speak for themselves or whenever an AIR representative is presenting.

New in this proposal is the inclusion of event planning to the goals of the course. Therefore, we have spoken with faculty in the Event Planning program and will recruit students from that program too.

**How will students earn credit for this experience? Please provide course numbers, course titles, and the credit hours for each course.**

By successfully completing the course requirements and assessments in EDPS 345, Tests and Measurement, for three credit hours.

**What disciplinary fields and skill sets will you require to complete this project?**

All majors will be welcome, but the project is tuned to serve the needs of teacher education majors at any level, content area, or specialization. Some of the technical roles will be marketed to family and consumer sciences, telecommunications, and marketing majors.

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## **Part V - Budget:**

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## **Part VI - Other Considerations:**

**Does this project require IRB approval?**

No

**Does your project involve working with minor children?**

Yes

**Could this project produce products or designs considered intellectual property?**

No

**Does your project require technical skills that you do not have?**

No

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## **Part VII - Supporting Documents:**

**I have attached a letter of support from any internal departments or centers (outside my home department) that will be involved in this project.**

Yes

**I have attached a letter of support from external partners who will be involved in the project.**

Yes

**My project involves post-project technical support or maintenance. I have contacted Brandon Smith in the Academic Support Office, and I am attaching a project technology maintenance plan and cost projection.**

No

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