



CAASPP in Action

Sharing Practices
in Implementing
the CAASPP System
to Improve Teaching
and Learning



California Assessment of
Student Performance and Progress

*Using Digital Library Resources to
Support Formative Assessment Practices*
Kerman Unified School District



Using Digital Library Resources to Support Formative Assessment Practices

Kerman Unified

School District



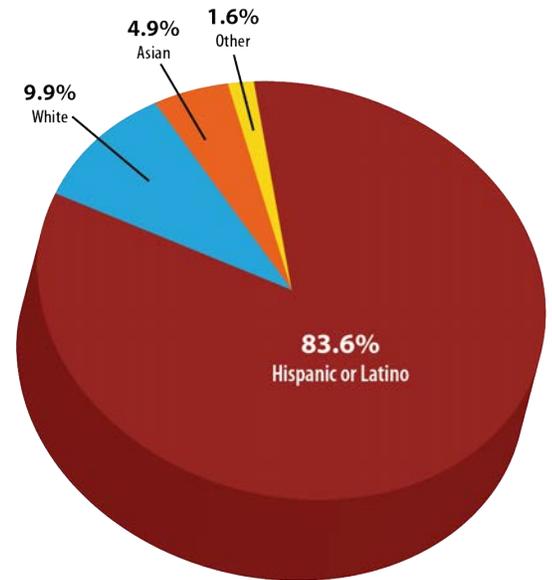
Mission Statement

Provide our students with a balanced education through quality programs, in a safe learning environment. Each student will demonstrate the skills necessary to be productive, responsible citizens through partnerships with the school, home, and community.

DISTRICT PROFILE

- GRADES SERVED **K-12**
- SCHOOLS **7**
- TEACHERS **204**
- ENROLLMENT **4,997**
- ENGLISH LEARNERS **35%**
- LOW INCOME **88%**
- SPECIAL EDUCATION **10%**

ETHNIC DIVERSITY OF STUDENTS



GOAL

Use resources in the Smarter Balanced Digital Library to support formative assessment practices in the classroom.

IMPLEMENTATION TEAM

Kerman Unified School District’s implementation team consisted of the Director of Curriculum, Instruction, and Assessment, two assistant principals, and three literacy coaches. The assistant principals and literacy coaches also serve as the district’s site coordinators. With the introduction of the Smarter Balanced assessments, the role of the site coordinator has expanded and changed significantly. Now site coordinators don’t just count tests and ensure security. The role is now year-round and multifaceted, with ongoing collaboration and communication, and a focus on serving as the site’s instructional leader.” The site coordinators continuously communicate with each site administrator, ensuring that the administrators understand what the teachers are learning, and are part of the decision-making process.

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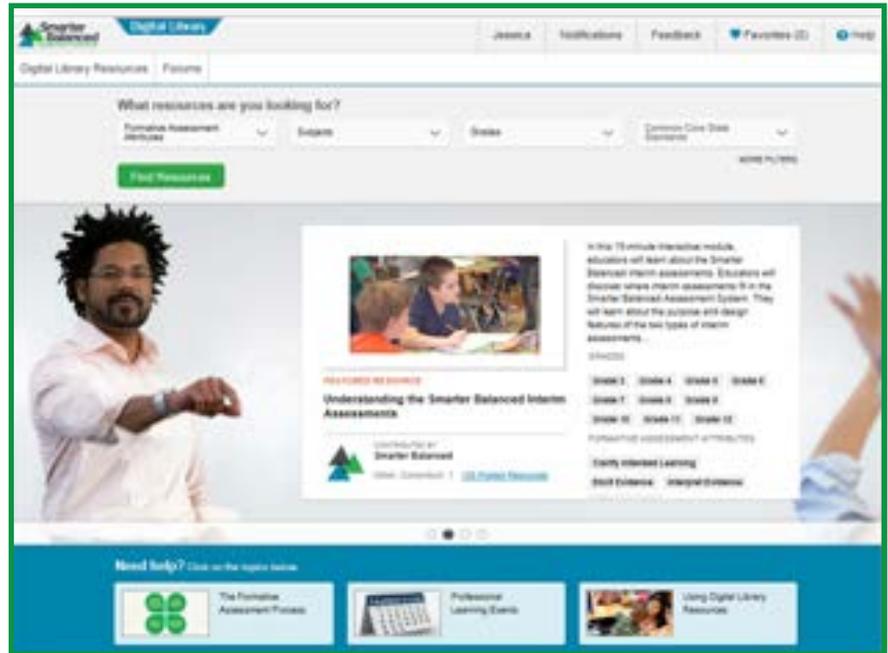
PAM MILLSPAUGH
DIRECTOR OF CURRICULUM,
INSTRUCTION, AND ASSESSMENT
KERMAN UNIFIED SCHOOL DISTRICT

APPROACH

To address the goal of using resources in the Smarter Balanced Digital Library to support the use of formative assessment practices in classrooms, the district implementation team created a detailed two-year action plan. The goal in year 1 was to familiarize teachers with the Smarter Balanced Digital Library and its resources. Activities in year 2 will focus on embedding deeper formative assessment practices into the professional learning provided for teachers provided by the Fresno County Office of Education (FCOE). Figure 1 displays the landing page from the Smarter Balanced Digital Library.

The district team began by familiarizing themselves with the Digital Library resources and then sharing what they found with the district stakeholders at monthly leadership meetings, director meetings, and principal meetings. The weekly CAASPP Update e-mailed to CAASPP Coordinators from the California Department of Education often highlighted links to interesting Digital Library resources, and the team used those resources during the meetings and also in e-mail blasts to teachers districtwide (Figure 2).

Figure 1: Screen Shot of the Smarter Balanced Digital Library Landing Page



“Using the resources highlighted in the CAASPP Update made me look like a super star—all I had to do was show it!”

Figure 2: Sample of E-mail Blast About a New Resource in the Smarter Balanced Digital Library

A fantastic New Resource in the Digital Library. Your 2nd grade team will LOVE you!!!

New Resources

Digital Library: Mathematics, Measurement and Data, Grade 2

[Counting Coins to One Dollar Checklist](#), created by Carol Kohn, a California elementary teacher for 29 years, provides teachers with a list of 29 coin counting sub-skills used to inventory student understanding and a list of activities that can be used to reinforce these skills, especially with struggling students. Also included in the lesson is a checklist of activities that educators can give to parents to help the students at home. (Please note: You must have a Digital Library account to view the resource.)

APPROACH, continued

At the same time, the site coordinators worked to deepen teacher knowledge at their schools, share resources, demonstrate how to navigate the Smarter Balanced Digital Library, and support teachers as they explored the Smarter Balanced Digital Library and its tutorials. Once a month, the site coordinator and classroom teachers shared resources that they had found with their school’s site administrator.

Use of the Smarter Balanced Digital Library was voluntary, and not all teachers embraced it. There had been issues with login credentials early in the year, and several teachers stated they preferred other online resources. The team focused attention on teachers who embraced the Smarter Balanced Digital Library, and encouraged them to share successes with other teachers.

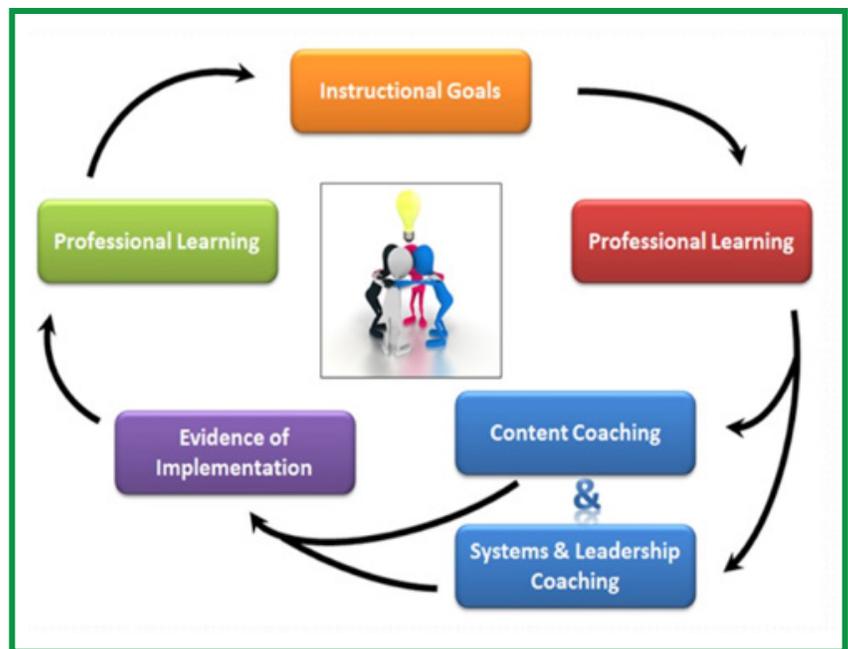
The implementation of the goal to use the Smarter Balanced Digital Library resources to support formative assessment practice in the classroom took place during a very busy year. Federal Program Monitoring and an English language arts (ELA) adoption took much of the available staff time. Teachers were administering interim comprehensive assessments (ICAs) in mathematics and interim assessment blocks (IABs) in both ELA and mathematics. Near the end of the school year, many of the elementary teachers reported having used the Smarter Balanced Digital Library’s resources, but the secondary teachers indicated they needed more time to explore the resources. At that point, the team decided it would be most effective to embed continued learning about formative assessment and the use of the Smarter Balanced Digital Library resources into an existing professional learning partnership with the FCOE.

Fresno COE’s Professional Learning Model

FCOE’s professional learning is a three-tiered model. All three levels are critical to ensure that everything is implemented with fidelity, and that outcomes are identified and tracked. The model is shown in Figure 3.

- Tier 1: District Leadership.** The FCOE team lead and the district team lead meet every two weeks throughout the year to discuss what the district needs to do to support the site administrators and the teachers. The district lead makes sure that the professional learning is on meeting agendas, ensures communication throughout the organization and with FCOE, and supports site administrator walk-throughs.

Figure 3: Fresno County Office of Education Model of Professional Learning



APPROACH, continued

- **Tier 2: Site Administrator Leadership.** Every two weeks administrators are provided with up to a half day of coaching. Coaching support includes helping site administrators learn what formative assessment looks like in the classroom, and how to engage teachers in activities centered around the formative assessment strategies they learned in the most recent professional learning session. The goal of the second tier is to keep the learning on the site administrator’s radar and anticipate barriers or challenges to changing adult behavior.
- **Tier 3: Classroom teachers.** All teachers are provided with three days of grade-specific professional learning, one or two months apart, and on-site coaching by a content specialist to follow up with each day’s content. The focus for the follow-up coaching is on reviewing one or more student responses to an assignment that were selected by the group of teachers. The site visit often also includes observation and feedback, co-planning, co-teaching, or a demonstration lesson provided by the content specialist.

2016–17 will be the fourth year that Kerman Unified has partnered with the FCOE to provide targeted professional learning for its teachers. The plan for the coming year is to use the teachers’ knowledge of the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>) to work on authentic and informal assessment practice in the classroom—and building in writing opportunities and ways for students to show what they’ve learned.

All in all, the team is feeling that progress was made this year, in spite of the demands on teacher time. Everyone is looking forward to connecting the Smarter Balanced Digital Library resources and formative assessment learning to the FCOE professional learning, connecting it more explicitly to the local assessment system, and to building long term capacity through the site coordinator Professional Learning Community (PLC), and the teacher grade and content-area PLCs.

“Part of this work will be to help teachers understand the components of performance tasks and end up with a better handle on building a bridge between everyday assessment and the summative and interim assessments.”

PAMELA MILLSPAUGH
 DIRECTOR OF CURRICULUM,
 INSTRUCTION, AND ASSESSMENT
 KERMAN UNIFIED SCHOOL DISTRICT



LESSONS LEARNED

- **Incorporate the Smarter Balanced Digital Library into all professional learning!** Start using the Smarter Balanced Digital Library at the very beginning of the school year, and embed identified resources into all professional learning.
- **Schedule specific time and opportunities for teachers to review and share resources!** Identify more vertical and horizontal PLC or planning time for all teachers to work with resources in the Smarter Balanced Digital Library and share resources they have used with teacher at different sites.

NEXT STEPS

- Continue to incorporate Smarter Balanced Digital Library resources and formative assessment practice into the professional learning partnership with FCOE.
- Continue the site coordinator PLC and role as instructional leaders.
- Use teacher PLC time to improve formative assessment practice and share Smarter Balanced Digital Library resources.
- Incorporate observation of formative assessment and use of Smarter Balanced Digital Library resources into site administrator walk-throughs.

FOR MORE INFORMATION

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CDE CAASPP Web page
www.cde.ca.gov/ta/tg/ca

CAASPP Portal
www.caaspp.org

