

Assessing Field-level Change: Lessons from the Evaluation of the Assessment for Learning Project

September 17, 2020



Welcome

- Introduce yourselves.
 - Share who you are, where you are from, and one hope you have for this school year.
- Ask and answer questions.
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions.
- Share your learning.
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- We are recording and archiving the webinar.
 - The slides and video will be available on aurora-institute.org.



Assessing Field-level Change: Lessons from the Evaluation of the Assessment for Learning Project

September 17, 2020

Heather Lewis-Charp, SPR Daniela Berman, SPR Dr. Ann Jaquith, SCOPE

Today's Agenda



Welcome and introductions



Overview of Assessment for Learning Project (ALP)



Approach to field-building evaluation

Field Frameworks
Social Network Analysis (SNA)
Storytelling and story catching



Questions & answers



Heather Lewis-Charp

Director of Philanthropy, Equity &

Youth Division at SPR



Daniela Berman

Assistant Director of Education

Division at SPR



Dr. Ann JaquithExecutive Director of SCOPE





Poll: Who is with us?

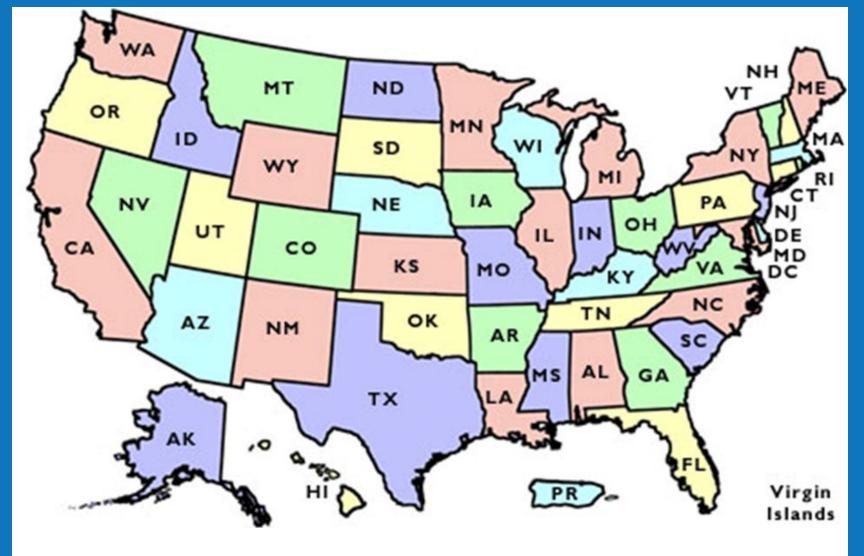
Which option best describes your role?

- Researcher
- Teacher
- Administrator
- Other educator
- Policy maker
- Funder
- Other



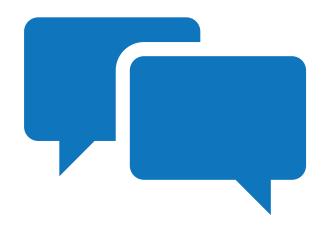
Where are you?

- 1. On your Zoom screen, go to "View Options"
- 2. Select "Annotate"
- 3. Hover over "stamp" and select the star ★
- 4. Use the stamp to show us where you are!



Outside the US? Use the Annotate tool to type below where you are:





1 What drew you to this session?

2 What do you hope to learn?

The Assessment for Learning Project (ALP)

- Launched in 2015 by Hewlett & Gates Foundations and a coalition of leadership partners:
 - Center for Innovation and Education
 - Next Generation Learning Challenges
 - 2Revolutions
- Focused on "rethinking assessment" in service of educational equity
 - Broadening definitions of student success
 - Promoting student and educator agency
 - Supporting authentic demonstrations of learning
 - Advancing systems change



Our Approach to Evaluating Field Building

- Unifying conceptual framework
- Multi-method approach
 - Social network analysis
 - Story telling and story catching
- Formative and summative
 - Documents outcomes
 - Informs field development

Using Frameworks to Measure Fields

- Understand the growth of a field
- Assess the strengths and needs of a field
- Address gaps in fieldbuilding efforts

Strong Field Framework

Shared Identity

- Leaders share a common vision of how assessment can be used to empower student agency and engagement in learning
- Members of the field share information and collaborate
- Leaders focused on assessment for learning feel like they are part of a broader field



Leadership & Grassroots Support

- There are influential and exemplary organizations working to advance the assessment for learning field
- There is a broad base of constituencies (educators, students, families) engaged in improving assessments for learning



Standards of Practice

- Assessment for learning has a clear, codified set of principles and values
- There are recognized guidelines and best practices to ensure quality of assessments for learning
- There are welldeveloped training and professional development programs to support practitioners to use assessment for learning

Knowledge Base

- There is a welldeveloped knowledge base about what makes for quality assessment
- This knowledge base is understood by teachers and other school stakeholders

Funding & Policy Support

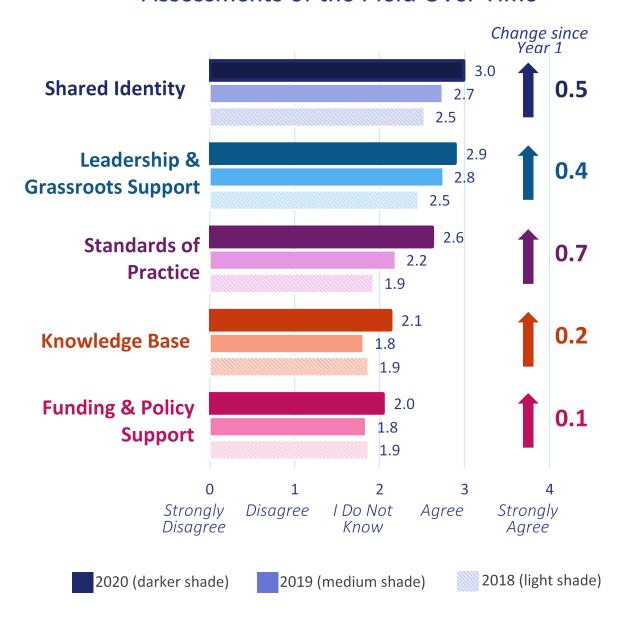
- The field is actively helping to develop new policies and systems of assessment for learning
- There is sufficient funding for the assessment for learning field to achieve its goals





Results

Assessments of the Field Over Time







- Read the statement under each selected component of the framework.
- Assess the field of personalized learning for each statement along a continuum of Strongly Disagree to Strongly Agree.
- Use the Annotate and Stamp feature to drop a star where you think the field is along the continuum.



Leadership & Grassroots Support

There is a broad base of constituencies (educators, students, families) engaged in personalized learning.

Strongly	Disagree	Agree	Strongly
Disagree			Agree



Standards of Practice

There are well-developed training and professional development programs to support practitioners around personalized learning.





Knowledge Base

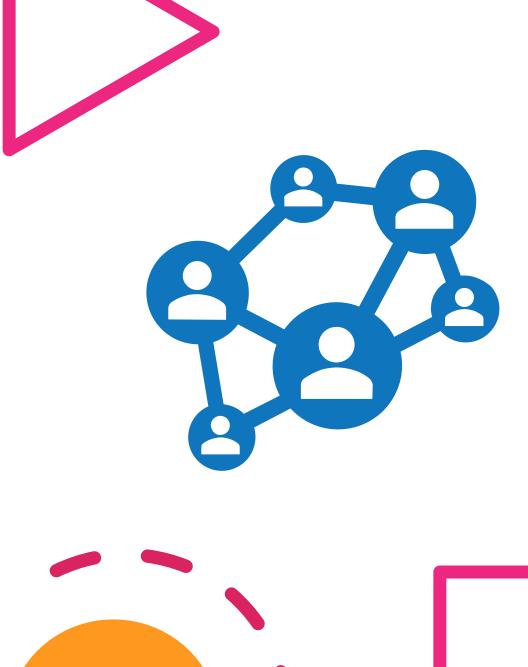
The knowledge base around personalized learning is understood by teachers and other school stakeholders.

Strongly	Disagree	Agree	Strongly
Disagree			Agree

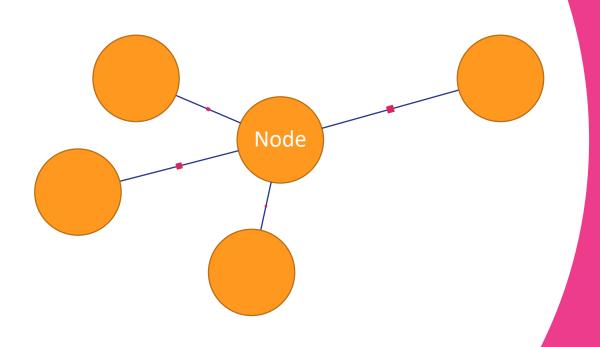
Using Social Network Analysis to Evaluate Field Building

Valuable for documenting changes in the field or in networks

- Size
- Composition
- Quality of connections
- Influencers or "bridges"



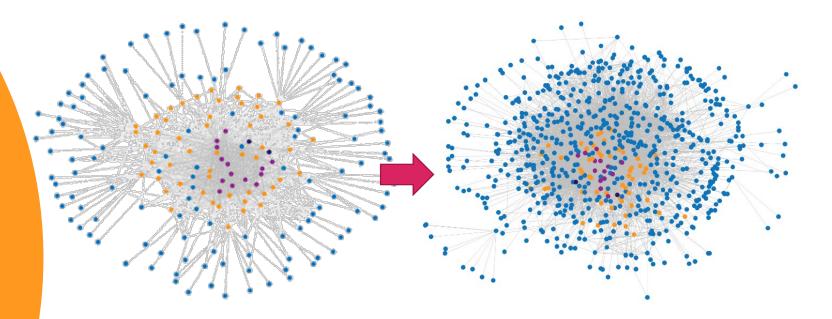
- Study of social relations among a set of actors
- "Maps the network" by measuring relationships between individuals within a given group
- Identifies patterns and structures that can be graphically represented



ALP Grantees

- ALP Funders
- ALP Leadership/AdvisorsOther

Overall Size of Network



2018 189 members

The map reveals some clustering of ALP leadership and advisory members in the center of the network, demonstrating how closely they work together and how vital they are to the ALP network.

2020

738 members

ALP grantees are clearly established in the center of the network. Between 2018 and 2020, the network added 549 additional members and over 5,000 new relationships.

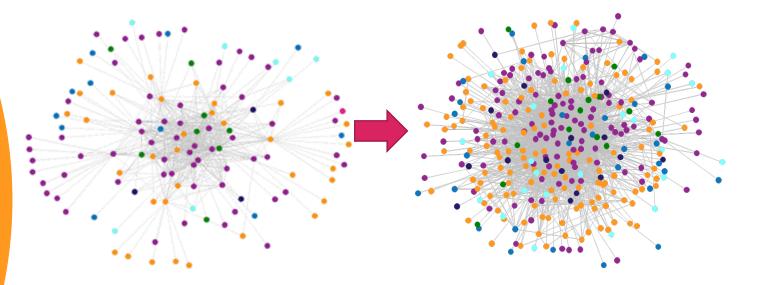


Organizational Composition

- Post-Secondary Institutions
- State Education Agency

Funder/Grantmaker

- School, District or Charter System
- Policy/Research or TA/Professional Learning
- Other



2018 (125 organizations)

The network included a **diverse**, **integrated group of organizations** that could play different roles in building the field. At this point in the network's development, **post-secondary institutions play a peripheral role** in the network.

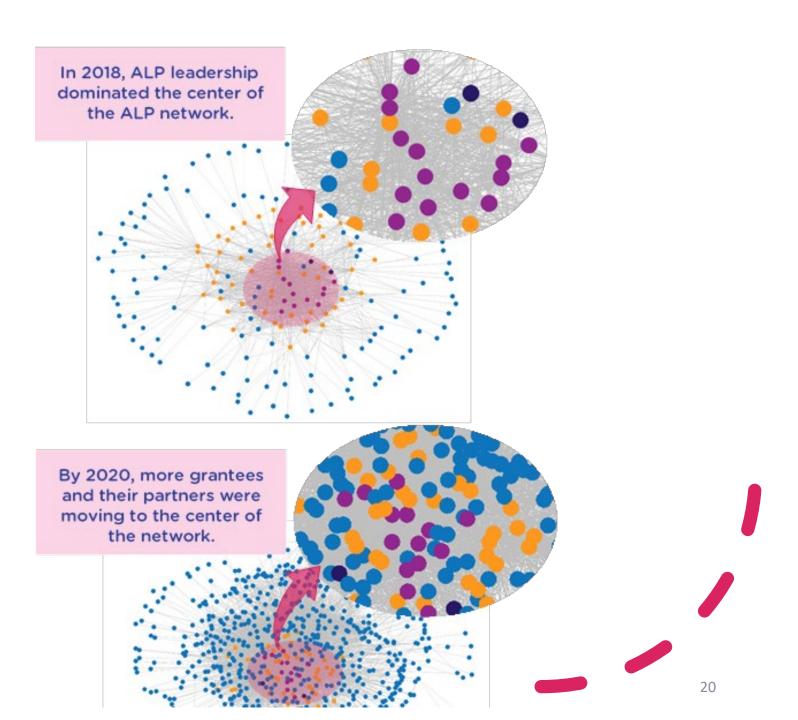
2020 (354 organizations)

As the ALP network expanded beyond the core group, an additional 67 schools, districts, or charter systems and 8 state education agencies joined the network. At the same time, post-secondary institutions have become more central to the network.



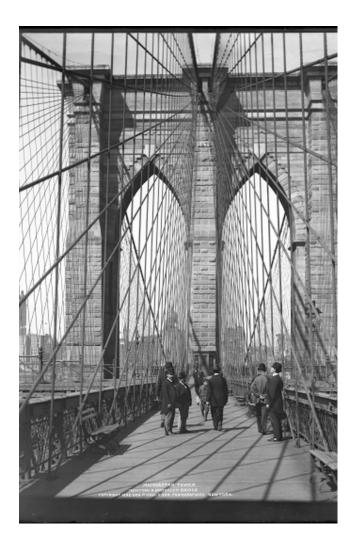
Influencers

Movement toward diversified leadership within the network



Storytelling & Story Catching: Different Perspectives







Gathering Stories from the Field

Key Questions

- To what extent are changes in assessment practices and beliefs occurring?
- How are these changes affecting student and teacher experiences?

Design Decisions

- Whose story to tell?
- Observations of assessment for learning practices in use
- Keep the assessment users at the center
- Stay alert to opportunities for learning



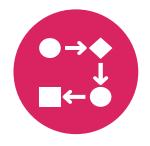
Share in the chat!



What questions would you like to explore further in your own work?

Assessment For Learning Stories

Storytelling and story catching became...



A meaningmaking process



An opportunity to develop shared knowledge



A way to see, recognize, value, and describe educators' ways of knowing



A way to document ongoing work



An opportunity to cultivate reciprocal relationships

The Form

- Why assessment for (rather than of) learning
- Big ideas and insights
- An assessment for learning practice story
- Challenges worth considering
- Reader reflection questions

"In teaching us to learn from the past, stories are told to shape the future."

— Mehana Blaich Vaughan,KAIAULU: Gathering Tides



Questions?



Contact Information







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Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_9-17-20



Pre-Symposium Webinar Series

- 1. Integrating Project-Based Learning in Online and Blended Courses in Indiana | September 21, 2020 | 2 pm ET
- 2. Putting Data to Work: Formative Evaluation and Continuous Improvement in Transformative Education Efforts
 September 22, 2020 | 2 pm ET
- 3. NCAA Review Process: Why and How... and What's Different During COVID-19? | September 24, 2020 | 2 pm ET
- 4. Increasing Capacity for Mastery-Based Learning in Washington State | September 28, 2020 | 2 pm ET
- 5. Science of Motivation: 5 Barriers to Student Motivation and How to Fix Them | September 29, 2020 | 2:30 pm ET
- 6. Impact of Personalized Learning through Interest-Based Internships | October 6, 2020 | 2 pm ET
- 7. Implementing Student-Centered Learning: Lessons Learned from Leaders in the Arena | October 13, 2020 | 2 pm ET
- 8. Competency-Based Education Systems: Performance Assessment Using Proficiency Scales | November 5, 2020 | 2 pm ET
- 9. Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts | November 10, 2020 | 2 pm ET
- 10. Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning | November 12, 2020 | 2 pm ET

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