

The Ripple Effect

A teachers look at the impact of the CAESL project on her work within San Diego City Schools.

Background

When I joined the CAESL project in November of 2003, I was a classroom science teacher and department chair at Bell Junior High School. I was responsible for planning departmental professional development and informal mentoring of new science teachers at Bell. The previous year I had participated on my first district committee, the AIM team for adopting middle school science materials. As a result of that participation, I was one of the teachers training other teachers on the use of the selected 7th grade materials.

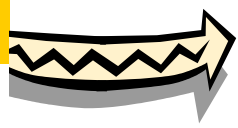


During the 2004-2005 school year at Bell, the science department established a study group focused on assessment based on the book *Classroom Assessment and the National Science Education Standards* and what I had learned through CAESL. We worked together to create assessment plans using RAIM for several units of study. In addition, we used the Looking at Student Work protocol to revise assessment tasks and criteria. Most of the teachers who participated have moved on to other schools, carrying their understanding of assessment with them.

During curriculum training for 7th & 8th grade teachers and as part of our CaMSP, we have used the Looking at Student work protocol to help teachers know what to expect when teaching the units. They have then used the data they collected to plan for instruction.



Beginning in September of 2005, a team of teachers from schools piloting the Standards Based Report Card began using the RAIM process to plan for assessment that would help them understand whether the students were meeting standards.



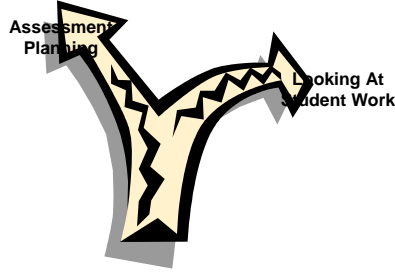
Looking at Student Work during CaMSP Regional Day to revise instruction & provide feedback.



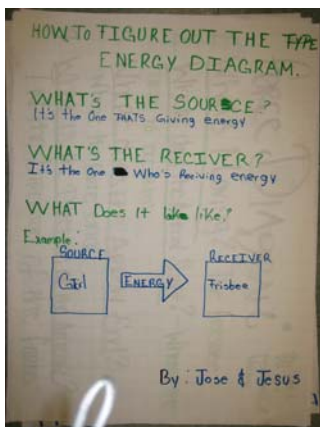
In August of 2005 I began working as a resource teacher which allows me to have a larger sphere of influence. However, I have less intensive time to work with each teacher. I just have to hope the pebbles I drop cause ripples.



One participant said "I am able to look at student work using a rubric and think about the next steps." What more can we ask for?"



Planning formative assessments during lesson study. We try to plan assessments that help teachers and students know what they still need to work on. Here is an example where the students worked with a partner to articulate a process.



"understanding where our students' learning level is helps me understand what the next step is"

- Still to Do...**
- To continue the work I've started during the CAESL project, I still need to:
- ✓ Continue building my assessment knowledge & toolkit
 - ✓ Encourage my colleagues to do the same
 - ✓ Help more teachers use assessment to make appropriate instructional choices by teaching them the RAIM planning process, LSW protocols and the CAESL assessment portfolio analysis process
 - ✓ Develop benchmark assessments for middle school students