# Community of Practice (CoP) Meeting

## Module 1: Introduction to Data and Assessment Literacy

### Module 1 Overview

This resource is designed as a support for local facilitators who plan to lead Community of Practice (CoP) meetings for educators who have participated in the asynchronous, online professional learning in the Minnesota Data and Assessment Literacy (MnDAL), Strand 1, Module 1 for educators. This resource provides an optional and flexible structure for a collaborative discussion that can extend and apply learning from the module to the local context. Facilitators may adapt this resource to meet their own needs.

Module 1 is focused on the connection between curriculum, instruction, and assessment and the role of assessment in supporting all students to achieve the learning articulated in the Minnesota state standards (i.e., the Minnesota K–12 Academic Standards, the Minnesota Early Childhood Indicators of Progress, and the WIDA English Language Development Standards). In this module, you worked to build operational definitions of data literacy and assessment literacy that reflect your own practice and can guide your learning throughout this professional learning series.

### Module 1 Learning Goals

- Understand the relationship among curriculum, instruction, and assessment in student learning of the Minnesota state standards in a coherent learning system.

- Recognize that assessment tools and strategies are designed for specific purposes and yield data that support different kinds of educational decision-making aimed at more equitable student learning outcomes.

### Module 1 Success Criteria

- Develop a personal definition of data and assessment literacy that reflects your own teaching practice.

- Establish personal data and assessment literacy learning and practice goals.

DEPARTMENT OF EDUCATION

WestEd.

## Checklist of Activities in Module 1

| Module | Activity | Completed |
|--------|----------|-----------|
| 1.0 | Introduction to Data and Assessment Literacy | ☐ |
| 1.1 | Reading and Reflection: What is Assessment and How Does it Support Standards-Based Learning? | ☐ |
| 1.2 | Narrated Presentation: Applications of Data and Assessment Literacy | ☐ |
| 1.3 | Activity: Constructing a Personal Definition of Data and Assessment Literacy | ☐ |
| 1.4 | Activity: Equity in Assessment and Module Reflection | ☐ |
| 1.5 | Closing Survey and CEU Credits | ☐ |

## Module 1 Considerations for Local Facilitators

Ensure that everyone can access the course materials and resources, including the dowloadable content (PDFs, Word) and the narrated presentations (videos).

## Module 1 Resources

The facilitator should be familiar with the materials and downloadable resources that support learning in the module.

- 1.1 Article: What is Assessment and How Does it Support Standards-Based Learning? (downloadable PDF)
- 1.2 Narrated Presentation: Applications of Data and Assessment Literacy
- 1.3 Article: Data and Assessment Literacy Definitions (downloadable PDF)
- 1.4 Quotes: Montenegro & Jankowski, National Research Council

# Facilitator's Agenda—Module 1: Introduction to Data and Assessment Literacy CoP Meeting

## Preparing for the Module 1 CoP Meeting

Remind participants to bring the journal entries (print or electronic) that they captured from the module as they will be helpful for discussions.

Gather chart paper and markers.

Discussions for Module 1 will focus on

- alignment between assessments and personal models of cognition;
- assessment tools and strategies that are best for measuring policies and practices, individual student achievement, and improving student learning; and
- personal definitions of data and assessment literacy that attend to equity for all learners.

If this CoP meeting will be held remotely, set up your desired meeting platform and create any necessary additional documents or interactions, such as a shared Google Doc or folder, polls, and use of the meeting chat box and question features. See notes in the facilitator agenda below.

Facilitators should send participants the Participant's Agenda (see last page) prior to the CoP meeting.

## Module 1: Community of Practice—Facilitator's Agenda

| Estimated Time | Activity |
| --- | --- |
| 5 min | **Welcome**<br>Review the CoP Learning Goals, Success Criteria, and agenda.<br>Introduce and establish norms (norms previously established can be posted somewhere as a reminder). |
| 10 min | **Sharing**<br>Each participant takes about two minutes to share their experiences, thoughts, and questions about Module 1. (If necessary, you can break into small groups to fit this within a 10-minute window.)<br>Suggested Prompts:<br>• Was there something in the content for Module 1 that stood out to you?<br>• What tools did you find useful and engaging? |
| 25 min | **Whole Group Discussion**<br>Each participant takes a moment to look over their notes from Activity 1.2.<br>Each participant makes a list of the assessment tools and strategies they currently use.<br>Ask participants to consider the following questions and record the responses on separate charts (if meeting virtually, consider using a shared Google Doc or the chat box):<br>• When are we using results to measure individual student achievement?<br>• When are we using results to evaluate the effectiveness of policies and practices? |

| Estimated Time | Activity |
|---|---|
| | • When are we using results to improve student learning? |
| | Ask participants to consider the following application questions and record the responses on separate charts: |
| | • How can we work collaboratively to use results more effectively in each of these areas? |
| | • How well suited do you think your assessment tools and strategies are for these purposes? |
| | • Which of these three purposes do you feel is most important to your practice and why? |
| 15 min | **Whole Group Discussion** |
| | Each participant reviews their own definition of data and assessment literacy in their notes from Activity 1.4. |
| | Each participant takes turns reading aloud their personal definitions without providing additional comments or rationale. Participants take notes, paying particular attention to resonating language from others' definitions. |
| | Provide participants with about two minutes to revise their definitions based on what they heard and noted. |
| | Volunteers share their thoughts about the following questions: |
| | • How does your own definition reflect your thinking about data and assessment literacy? |
| | • How does your own definition attend to equity for all learners? |
| | • What more would you like to learn about data and assessment literacy in order to fully realize your definition? |
| 5 min | **Closing Reflection on the CoP** |
| | As a group, discuss the following questions: |
| | • What worked for us? Do we need to change our approach at our next CoP? |
| | • What are your key takeaways that you want to reflect and/or act on? |
| | • Are there any assessment practices you are likely to change in your classroom? |
| **Total Time** | 60 minutes |

**Notes:**

## Module 1: Community of Practice (CoP)—Participant's Agenda

| Estimated Time | Activity |
|---|---|
| **5 min** | **Welcome**<br>CoP Learning Goals, Success Criteria, and Agenda<br>Norms |
| **10 min** | **Sharing**<br>Consider the following:<br>• Was there something in the content for Module 1 that stood out to you?<br>• What tools did you find useful and engaging? |
| **25 min** | **Whole Group Discussion**<br>Review notes from Activity 1.2.<br>Make a list of the assessment tools and strategies you currently use.<br>Consider the following:<br>• When are we measuring individual student achievement?<br>• When are we evaluating the effectiveness of policies and practices?<br>• How are we using the results to improve student learning?<br>• How can we work collaboratively to use results more effectively in each of these areas?<br>• How well suited do you think your assessment tools and strategies are for these purposes?<br>• Which of these three purposes do you feel is most important to your practice and why? |
| **15 min** | **Whole Group Discussion**<br>Review personal definition of data and assessment literacy in notes from Activity 1.4.<br>Read aloud personal definitions.<br>Take notes based on what you hear from others.<br>Revise your own definition.<br>Consider the following:<br>• How does your own definition reflect your thinking about data and assessment literacy?<br>• How does your own definition attend to equity for all learners?<br>• What more would you like to learn about data and assessment literacy in order to make progress on your definition? |
| **5 min** | **Closing Reflection on the CoP**<br>Consider the following: |

| | |
|---|---|
| | <ul><li>What worked for us? Do we need to change our approach at our next CoP?</li><li>What are your key takeaways that you want to reflect and/or act on?</li><li>Are there any assessment practices you are likely to change in your classroom?</li></ul> |
| **Total Time** | 60 minutes |