

**A SYMPOSIUM: STUDENT ASSESSMENT
A POSITIVE BEGINNING**

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DEDICATION

Anyone who knows me well will attest to the fact that a “few words” are never enough; to me, the parts can never be separated from the whole. So this dedication is not only a preface to this project - it is a reflection upon the journey that has brought me to this point.

My journey through Graduate Studies began with a simple sentence, “I’ll be glad to write you a letter of recommendation; you really should apply to the Masters Program.” For that beginning I shall always be grateful to Dr. Les Omotani. His gentle encouragement and quiet confidence in my abilities not only started my journey, but held me in good stead during the planning, delivery, and evaluation of the symposium. My willingness to “travel an unknown path” is dedicated to Les Omotani.

Three outstanding teachers - three wonderful friends - Mrs. Karen Ronnenberg, Mrs. Lynne Flaig, and Mrs. Heather Gold have stood steadfast in their beliefs about teaching and about what’s good for kids. Whenever I needed to re-affirm my faith in the good that teachers do, it is in these three classrooms that I knew I could find the teaching practices to sustain me. My continued faith in teachers is dedicated to Karen, Lynne, and Heather.

When I met (the soon to be Dr.) David Townsend at the University of Lethbridge in 1978, I instinctively knew that he would play an influential role in my development as a teacher. I had no idea how much his impact would have upon me. But I know one thing, and that is that David’s enthusiasm for learning, zest for life, and incredible gift for reflection are models which I hold as ideal. My enthusiasm for learning is dedicated to David Townsend.

As I journeyed through Graduate classes, I became a member of a sometimes closely knit, sometimes loosely knit sisterhood. Without these colleagues, I would have changed course or abandoned my journey many times. To Merrilyn, Carol Rose, Toni, Theresa, Debbie, Joan, and Betty I dedicate my ability to laugh at myself. To Linda Davidchuk, my cohort, my buddy, and my friend, I dedicate my ability to be reflective and reflexive; my ability to see the “art” in teaching.

Generally, at this point in the dedication, a tired Graduate student thanks her family for the many hours they have put up with her working at her studies, attending classes, and being all around distracted by anything but graduate work. I admit that I am that student. But instead, I would like to thank my family for distracting me - for reminding me that there is another life besides the one at the university. For providing me with other journeys, ones which refreshed my soul and revitalized my energy, I dedicate my love of life to them. They have made this all possible.

ABSTRACT

My desire to learn more about the ways teachers assess student learning came about as a result of my work with the new Language Learning Program of Studies. During the inservice sessions the questions about “how to assess students” were the toughest to respond to. I realized that teachers needed more information about student assessment in order to understand the complete “language learning” picture. We created a professional development activity that could fill that role.

The opportunity for me to chair a symposium centered around student assessment allowed me to combine my responsibilities as Program Services Consultant for Medicine Hat School District #76 and as a Language Learning Steering Committee member for the Southern Alberta Professional Development Consortium, with my Graduate studies at the University of Lethbridge. Through the cooperative efforts of M.H.S.D. #76, S.A.P.D.C., and the South Eastern Alberta Regional Council on School Administration we were able to offer a successful three day symposium that encouraged teachers and administrators to explore the congruency between learning, teaching, and assessment. This project documents the development and delivery of the symposium, **Student Assessment: A Positive Beginning**.

ACKNOWLEDGEMENTS

The successful completion of this project required cooperation and support of many different types. Without each vital component, we would not have had such a success.

I would like to acknowledge Mr. Jim Haland, President, South Eastern Regional Council on School Administration for coordinating the work of his committee members, but especially for the outstanding effort he made in processing the registrations for the symposium. Dr. Earle Warnica, Executive Director of the Southern Alberta Professional Development Consortium, was a key player in that he saw a need for this type of professional development for teachers in this part of the province. In the delivery of the symposium activities, it was imperative that the facilities were ready on time and food service was delivered promptly. For carrying out this mandate, I would like to acknowledge Adeline Giurissevich and her staff at the Quality Inn.

Medicine Hat School District #76 employs many outstanding staff members. I would like to acknowledge two of these people: Mr. Greg Brown, Manager, Instructional Materials Centre, and Mrs. Debbie Schnell, Executive Secretary. Their expertise, patience, and efficiency allowed us to have a “first class” symposium package.

I would also like to acknowledge the University of Lethbridge Graduate Studies Program for allowing flexibility and diversity in courses and projects that facilitated combining my work with my studies. The high standards in the program and the support offered Graduate students provide a secure safety net in which to take a risk. Alongside the university, I would like to acknowledge Medicine Hat School District #76 for the same support and opportunity.

Three of my colleagues deserve special acknowledgement. When I could not remedy my problems, Mrs. Joan Riegel, Mrs. Carol Piea, and Dr. Les Omotani were always ready to reflect back to me, in order that I may see my own solutions. When I needed an extra hand or a fresh and innovative idea, I could count on them to assist me.

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HISTORY

Medicine Hat School District No. 76 is an active, supportive member of the Southern Alberta Professional Development Consortium. (Appendix A) At a meeting of the Consortium's Language Arts Steering Committee in May, 1992, a need was determined for a workshop to be held in the southern zone that was centred around student assessment. Simultaneously, the South East Alberta Regional Council on School Administration (Appendix B) and Dr. Les Omotani from Medicine Hat School District No. 76 were pursuing the idea of having student assessment the topic of the annual C.S.A. fall seminar. During a joint meeting among the three groups, it was decided that a cooperative venture could meet the needs of all three stakeholders.

Purpose of the Symposium

A symposium format was chosen because of our belief that participants need to be interactive in the learning process. Within this format we had the flexibility to schedule workshops, roundtable discussion groups, and team building activities.

This symposium was intended to provide administrators and classroom teachers with an opportunity to discuss the current issues regarding the redesigning of student assessment. Opportunities were provided to hear about high quality authentic, alternative, and performance-based assessment strategies. Participants were able to choose from a wide variety of roundtable sessions and workshops. The Thursday evening and Friday sessions primarily focused on areas of interest to school administrators, while the Friday evening and Saturday sessions were of particular interest to classroom teachers.

Goals

All partners in the educational process need to know what their students have learned, have achieved, and are capable of doing. Accordingly, the main goals for the symposium were to increase the level of knowledge and understanding of classroom teachers and school administrators regarding student assessment, and to provide a positive beginning for the redesigning and improvement of student assessment.

The symposium's specific goals were as follows:

1. to promote a collaborative professional development effort between Medicine Hat School District No. 76, the Southern Alberta Professional Development Consortium, and the South East Alberta Regional Council on School Administration,
2. to raise the awareness of teachers and administrators in Medicine Hat School District No. 76 regarding student assessment and evaluation,
3. to serve as a beginning point for more dialogue and learnings about student assessment,
4. to be a financial success for the South East Alberta Regional Council on School Administration, and
5. to "fast track" a successful professional development symposium in a five month time frame.

My Responsibilities

My role was that of Conference Chair. My responsibilities were to plan the program, identify and obtain presenters, supervise facility arrangements, take care of hosting, publications and registration, setting and monitoring of budgets, and attend to various other coordinating/chair activities.

PROCESS

At a meeting of the Language Learning Steering Committee of the Southern Alberta Professional Development Consortium held May 28, 1992, it was determined that the Language Learning team now needed to focus on the area of student assessment. The team members expressed concern that teachers were ready for more than just a "one shot" inservice session. There was a lot of support for the idea of offering a two day workshop that would provide enough time for participants to be reflective about what they had learned. No one on the committee felt that they had the time or energy to devote to such a project, but agreed that it should be carried out. Dr. Earle Warnica, Director of the Southern Alberta Professional Development Consortium, indicated that he would be willing to contract out the organization and planning of such an event.

When I returned to Medicine Hat I spoke with Dr. Omotani about the possibility of Medicine Hat School District hosting/producing such a workshop. Because I was working with him in the area of student assessment, and also because he has done extensive work in the area, I knew that he would have a very accurate picture of the direction our School District needed to go. Dr. Omotani would also be able to confirm how much District service (i.e. personnel time) that we could give to such a project. In addition, if I were to take on such a project, he would be my direct supervisor. Dr. Omotani was in agreement that the topic of student assessment is one that teachers want to know more about, and that, as a district, we could offer this type of inservice to our teachers. Dr. Harold Storlien, Superintendent of Schools, Medicine Hat School District No. 76, agreed in principle to support a joint project with the S.A.P.D.C. in the area of student assessment.

On June 3, 1992, M.H.S.D. #76 and S.A.P.D.C. entered into a joint contract to co-sponsor a symposium for Zone 6 to deal with the topic of student assessment and evaluation, according to the following agreement:

1. The symposium would be a two-day event, possibly November 13 & 14, 1992 to be held in Medicine Hat.
2. The details of the planning, budgeting, and delivering the symposium would be handled by Medicine Hat School District #76.
3. S.A.P.D.C. would be involved as a partner in the planning and delivery process and the Executive Director would be kept informed. The Consortium would need to agree on the general goals of the program and on the final program plan.
4. Co-sponsorship by S.A.P.D.C. and Medicine Hat School District #76 would involve sharing in the planning and delivery, and also sharing in any profit or loss from the event.
5. S.A.P.D.C. will assist in conducting a detailed needs assessment and in communicating to school jurisdictions across Zone 6.

At the same time as we received the letter from Dr. Warnica confirming our co-sponsorship, we were contacted by Mr. Bill Rae, on behalf of the Council on School Administration, who indicated to us that his committee was in the early stages of planning a fall conference. They were concerned that the separate workshops so close to the already-scheduled A.T.A. Math Council Conference (November 5, 6, 7, 1992), would result in fewer registrations. Dr. Omotani and I proposed the possibility of working together in a "three sponsor" system to offer a professional development activity centred around student assessment.

The initial meeting of the three sponsoring agencies, Medicine Hat School District #76, the Southern Alberta Professional Development Consortium, and the South East Alberta Council on School Administration took place on June 23, 1992. At this meeting, the roles and responsibilities of each group were defined, and persons were

assigned to be responsible for each aspect of the symposium's delivery.

Speakers/Program:	S.E.A.R.C.S.A. / M.H.S.D. #76
Facilities and Meals:	S.E.A.R.C.S.A.
Advertising:	S.E.A.R.C.S.A. / M.H.S.D. #76 / S.A.P.D.C.
Printing of Brochures:	S.E.A.R.C.S.A. / M.H.S.D. #76
Registration:	S.E.A.R.C.S.A.
Introductions of Speakers:	M.H.S.D. #76
Hosting / Hospitality:	S.E.A.R.C.S.A. / M.H.S.D. #76

There was also a "total symposium budget" of \$7,000.00 set at this meeting, of which \$4,000.00 was assigned to **program** costs. The Quality Inn was chosen as the symposium site because there was not a room charge for the meeting rooms and the meal costs were within a reasonable range. The dates were set for November 12, 13, 14, 1992, in an attempt to avoid conflicts with other conferences in the area.

The next step was to come up with a format, topics, and speakers that we thought would address the issues, and answer some questions that educators have about student assessment. Dr. Omotani and I worked together to plan the program. We discussed at length what kind of format would best fit our needs. Because the general framework "symposium" was used, it gave us latitude in the types of sessions that we could offer. Within the general "symposium" guidelines, we could offer large group "team building" activities, roundtable discussion groups, and strategy workshops.

We started with the roundtable groups. I felt very strongly that teacher conversation is one of the best ways that teachers learn from one another. The success I had as a learner at a roundtable session sponsored by the International Reading Association led me to believe that others would also learn through sharing in this type of format. We determined that a series of "questions" about student assessment could serve

as the focal point of the conversation groups. Under the assumption that the questions for teachers were not very different than those for administrators, we agreed on the following:

For Administrators: (Friday morning)

1. Why promote or retain students?
2. When are standardized tests appropriate?
3. Why do parents need to know that their child is better or worse than another?
4. So, what's the fuss about levels?
5. Why do we need another new report card?
6. How do I lead where I have not gone before?

For Teachers: (Saturday morning)

1. What does non-retention mean to me in my classroom?
2. How can I trust others to trust my judgement without standardized tests?
3. How can I find time to use more than pencil and paper tests?
4. So, now that we have levels, how do we know what the standards are?
5. What should a new report card look like?
6. How do I make assessment a part of my planning and teaching?

We foresaw these sessions as lasting approximately 1 hour and 20 minutes, with the sessions repeating themselves in the latter part of the morning.

For the afternoon sessions, we wanted to offer workshops that would give the participants some of the answers to their questions. We decided to offer strategy workshops in which presenters would highlight approaches that they have used with some degree of success. Each strategy workshop would have a presenter or team of presenters who would give a presentation and then entertain discussion. Also, we wanted the afternoon presenters to address some of the issues that arose out of the morning roundtable sessions. Again, it was difficult for us to delineate between

“teacher” concerns and “administrator” concerns. The topics we chose were:

For Administrators: (Friday afternoon)

1. Responding to Teacher and Parental Concerns When Retention is the Issue
2. Using the Right Measure for the Right Purpose
3. Conferencing and Reporting to Parents
4. Strategies for Restructuring your School to Support a Levels Based Curriculum
5. Using Portfolios as Alternatives to Report Cards
6. A Wide Variety of Assessment Strategies

For Teachers: (Saturday afternoon)

1. Responding to Teacher and Parental Concerns When Retention is the Issue
2. Using the Right Measure for the Right Purpose
3. Conferencing and Reporting to Parents
4. Choosing Instruction Strategies Which Support Alternate and Authentic Assessment
5. Using Portfolios as Alternatives to Report Cards
6. A Wide Variety of Assessment Strategies

The partnership with the Southern Alberta Professional Development Consortium determined that we were to offer a “District Team Building” activity that would fit the needs of district teams from around the southern zone. The intent of these sessions was to provide each group with enough information to raise the awareness of what their individual districts were doing in the area of student assessment. These districts could return and offer a similar activity to their respective staffs. We decided that a half day session would be enough time to offer a successful workshop in that area on Friday morning, to be repeated on Saturday morning if demand warranted it.

The schedule was as follows:

Thursday Evening Keynote Banquet and Speaker
Friday Morning
8:30 am - 11:30 am District Team Building Workshop
8:30 am - 9:50 am Roundtable Topics 1 - 6
10:10 am - 11:30 am Roundtable Topics 1 - 6
Friday Afternoon
1:00 pm - 4:00 pm Strategy Workshops 1 - 6

Friday Evening Keynote Banquet and Speaker
Saturday Morning
8:30 am - 11:30 am District Team Building Workshop
8:30 am - 9:50 am Roundtable Topics 7 - 12
10:10 am - 11:30 am Roundtable Topics 7 - 12
Saturday Afternoon
1:00 pm - 4:00 pm Strategy Workshops 7 - 12

The next task was to determine who we wanted to ask to be facilitators for the district team building and roundtable sessions, presenters for the strategy workshops, and the keynote speaker. However, before we could begin to ask others to be part of the symposium presenter team, we needed to set some guidelines about reimbursing speakers, travel costs, and other costs. Working within our \$4,000.00 budget, we decided that we would reimburse the workshop presenters \$.30/km travel costs, and \$50.00 towards each night's accommodation. We also offered Strategy Workshop presenters complimentary registration and keynote banquet tickets for the day of their presentation. We also decided to pay the keynote speaker a \$1,000.00 honorarium, as well as the cost of his District release time, travel, meals and accommodation.

Dr. Omotani's response to the question of who we would ask to be the keynote presenter was immediate. He suggested that we call Dale Armstrong, Director, Student Assessment and Evaluation, for the Edmonton Public School District. He and Mr. Armstrong had worked together on a number of projects, and he felt sure that Mr. Armstrong, with his experience and expertise, would be an excellent person for the task. When we called Dale, he indicated that he would be glad to come to the symposium, and that he would give two keynote presentations and two strategy workshops. All he needed from us were the topics that we wanted him to address, and a general idea of the audience to whom he was speaking. We titled his Thursday evening's address, "**The Administrator's Survival Package**" and his Friday evening's address, "**Student Assessment - Doing What's Right for Kids.**" The two Strategy Workshops would be called "**A Wide Variety of Assessment Strategies,**" with Saturday's session a repeat of Friday's. With Mr. Armstrong confirmed as our keynote speaker, we were ready to move ahead rapidly with our planning and promotion.

Finding speakers for the other Strategy Workshops was not as easy. Since we were now working in the last week of June, with summer holidays approaching, it was essential that we have as many speakers confirmed as possible. From our own network of colleagues and from names recommended by Dr. Warnica, we managed to confirm about half the number of speakers that we needed. Often when we called someone about presenting, they would offer us the name of another person to call, or they knew of someone else who was doing work in the area. I decided that I would contact as many people as possible over the summer so that we could begin sending out advertising that included the names of all the presenters, as soon as we got back to school in September.

For the roundtable sessions, we decided that we would ask one of the registrants from each particular session to act as a discussion leader. Therefore, we could not recruit the facilitators until the registrations started to come in. However, I did decide that in order for the roundtable sessions to stay focused, and to assist the facilitators, I would develop a set of questions to guide the discussion. Each facilitator would be given a set of "generic" questions to start discussion, and then there would be a set of specific topic questions which would give them some ideas to help focus the discussion. Each facilitator could choose to use a discussion format that suited him/her. The questions are listed in Appendix C.

The Southern Alberta Professional Development Consortium district team building activity was to be modelled on a similar presentation that was put together for the Medicine Hat School District administrators at the Cypress Planning Session in June, 1992. Mr. Bill Rae, Mr. David George, and Mr. Ray Aman had prepared a session which helped administrators define what it is that their staff members did in the area of assessment; areas in which they felt they needed more information about

student assessment, and new directions for learning about student assessment. When I asked them if they would offer this session at the symposium on Friday morning, they all agreed to put that together for us.

By the time we had our meeting of the joint committee on August 26, 1992, the brochures had been designed and printed by the M.H.S.D. #76 Instructional Materials Centre and were ready for distribution (Appendix D). We had only confirmed approximately two-thirds of the Strategy Workshop presenters, but because the keynote speaker had been confirmed and the session topics had been set, we could go ahead and advertise the symposium. We sent brochures to every school district and jurisdiction in Alberta, placed an ad in the A.T.A. News, provided a copy for every teacher in M.H.S.D. #76, and asked Dr. Warnica to promote the symposium through the S.A.P.D.C. information sharing system. As well, Dr. Harold Storlien sent letters to all M.H.S.D. #76 administrators encouraging them to be involved in the activity.

As we moved ahead with contacting potential presenters, many of them indicated that they wanted to include others as members of their presentation teams. Instead of having individual presenters, we ended up with two three-member panel discussions, and four teams with two members each. It became apparent that the program budget would need to be increased in order to accommodate this. When I asked the organizing committee to increase the program budget to \$6,000 from \$4,000, there was considerable concern expressed that we may not be able to afford such a large budget for speakers, but the committee members agreed that the speakers are the ones that would make the symposium a success. Also, I needed to have money for gifts for the speakers and for the support staff at Medicine Hat School District #76 that helped us with various components of the program. The budget increase was

approved.

Because of the nature of a “program” chairperson, my role was to expand into other areas as well. For example, because I was the contact person for the speakers and facilitators, I made the initial contacts, requested their audiovisual equipment requirements, program descriptions, and professional vitae. I also prepared guidelines and information sheets for them, as well as conference feedback and evaluation forms (Appendix E). In addition I became responsible for the introductions, thank you’s, and hospitality for the speakers. Another job that was best handled from my office was that of registration packets.

By the end of the second week in September, I had confirmed speakers for all of the Strategy Workshops both by contacting them on the telephone and by letter. I designed an information sheet for them to return to me that included their audiovisual requests, program information, travel arrangements, and professional information (Appendix E). Getting these information sheets back was not as easy as sending them! I was still looking for some of them the week before the symposium.

The job of registration was handled by Mr. Jim Haland (S.E.A.R.C.S.A.). The registration forms were sent to him, and he used his computer program to process them by session registration, banquet attendance, and school jurisdiction. He was able to generate master lists, lists for each session/banquet, and nametags for the registrants which included the session in which they were registered (Appendix F). He kept me up to date on the registration numbers on a weekly basis, so that we could make other decisions. Mr. Haland, along with Mr. Greg Brown, M.H.S.D. #76, also took care of organizing the audiovisual equipment for the Strategy Workshop presenters. Once I had ascertained from the presenters what A.V. equipment they

needed, they coordinated the pick up and delivery of the equipment with the Medicine Hat School District #76 maintenance crew.

I completed the tasks of ordering gifts for the presenters, and began preparing the question sheets for the roundtable facilitators, preparing presenter, facilitator, and participant information sheets, evaluation forms, schedules, and room assignments. I also kept in touch with the presenters, and updated them twice on the number of registrants in their sessions. There were two surprise cancellations by speakers, and replacements had to be found for four sessions. This was something that I did not anticipate happening. I was very fortunate that one of the other speakers agreed to do a repeat session to cover one of the spots. For the other topic, Ms. Barb Wallace from Foothills School Division was able to put together a team, and for the third session, Dr. Omotani and I agreed to do the presentation.

There were other responsibilities as well. As the date for the symposium grew near, I had to recruit twenty-four facilitators for the roundtable sessions. This was an easier task than I thought it would be. I used the lists of session registrants that Jim provided, and started by calling Medicine Hat School District administrators who were registered in the various sessions. They all agreed to help, and responded very positively to the "idea" behind a roundtable discussion. Next I looked for names of colleagues that I knew would be open to this task, and they, too, responded positively. Then I was left with sessions that did not have anyone registered in them that I knew, but each person I called agreed to help. I was impressed with their collegiality.

A number of them asked if I had any information about the particular topics which they were to lead discussions on. So, I forwarded any articles, books, or other information that I thought would be useful to them. Also, in the sessions where there were more

than twenty people registered, I asked two people to lead the roundtable discussion; that way they could have the option of breaking up into smaller discussion groups. This also gave them additional support to work with a colleague in this way.

I used the same approach to contact people to host/introduce the Strategy Workshop presenters. I checked through the registration lists and phoned someone who was already registered in the session if they would act as session host. Everyone I asked agreed to help. I prepared a package for each host that included presenter information, hosting guidelines, the presenters' gift(s) and a thank you card for both the host and the presenter(s).

Jim Haland and Al Weinberger from the facilities committee S.E.A.R.C.S.A, and I met with the sales and catering coordinator for the Quality Inn during the first week of November. The meal menus were all planned and we just had to work on the final small preparations like room arrangements, water glasses, and audio-visual requirements. Since we now had a good idea of how many registrants we had in each session, we were able to assign rooms for each. It also meant that I could now inform the speakers and facilitators about their room assignments, so I faxed this information to them the first week of November. I had some concerns about the size of the two smaller meeting rooms, but we decided that we would just do our best to accommodate those sessions.

By November 4, 1992 we were able to make decisions concerning the cancellation of some of the sessions. This was tough for me to do because although I could see the rationale for cancelling a session with only five registrants, I could also see the value in keeping the session. The decision that we finally made was this: in the morning session that had low registration numbers, we combined sessions together.

Because we did a “repeat topic” format, participants could still attend the two sessions that they requested, but perhaps just in a different order. One session on Friday afternoon that had only 6 registrants was cancelled, and those registrants were called and asked about their second choice. No one seemed to mind being moved to a different session.

The biggest disappointment in terms of registration was that only four people registered in the District Team Building session on Friday morning. When we looked at who the registrants were, it was apparent that districts had decided not to send groups of teachers to attend, as each registered person represented a different district. We made the decision to cancel this session. I would suggest that better promotion from the S.A.P.D.C. would have increased the number of persons registered in this session, as it was provided to meet the Consortium’s needs.

In the final two weeks before the symposium dates, I was very busy confirming final details. I made up packets for each of the roundtable facilitators that included an information sheet, generic and specific topic questions, an evaluation form, a return envelope, a personal thank you card, and sheets of note paper designed specifically for their session (Appendix C). I also put together packets for each of the Strategy Workshop presenters that included an information sheet, a copy of their audiovisual request, an evaluation form, an expense form, a return envelope, and a personal thank you note (Appendix E). For each of the persons hosting a Strategy Workshop presenter, I made up packets that included the professional vitae of the presenter(s), an outline of what to do to be a Strategy Workshop host, the wrapped gifts for the presenters, and a personal thank you note (Appendix G). Registration packets for the participants needed to be put together as well. In order to do this, I requested half day sub costs to release me from my teaching assignment. I also recruited two

people to help me, as this was a larger job than I had anticipated. In each packet we put a number of “promotional materials” from the City of Medicine Hat, a registrants’ information sheet, a sheet that showed the room assignments, an announcement sheet, a packet of note paper, and two evaluation forms (color-coded by day) (Appendix H). Each of the Strategy Workshop presenters, Roundtable facilitators, and host packages had to be done individually as each required “session specific” materials.

All that was left to do was to invite our Medicine Hat School District trustees to the keynote banquet, inform the Medicine Hat News about the event (Appendix I), and to prepare to be the Master of Ceremonies on Thursday evening.

THE SYMPOSIUM

With the cancellations and combination of sessions, the schedule for the symposium looked as follows:

Thursday, November 12, 1992

5:00 p.m. - 8:30 p.m. Keynote Banquet and Speaker - Heritage Room

Friday, November 13, 1992

Time	Session Number	Title	Room Assignment
8:30 - 9:50	Roundtable B1	Why promote or retain students?	Heritage Room
	Roundtable B2	When are standardized tests appropriate?	Alberta Room
	Roundtable B3	Cancelled	
	Roundtable B4	So, what's the fuss about levels?	Cedar Room
	Roundtable B5	Why do we need another report card?	Centennial Room
	Roundtable B6	How do I lead where I have not gone before?	Board Room
9:50 - 10:10	<i>Coffee/Juice/Snacks - Heritage Room</i>		
10:10-11:30	Roundtable C1	Why promote or retain students?	Centennial Room
	Roundtable C2	When are standardized tests appropriate?	Board Room
	Roundtable C3	Why do parents need to know if their child is better or worse than others?	Cedar Room
	Roundtable C4	So, what's the fuss about levels?	Heritage Room
	Roundtable C5	Cancelled	
	Roundtable C6	How do I lead where I have not gone before?	Alberta Room

Saturday, November 14, 1992

Time	Session Number	Title	Room Assignment
8:30 - 9:50	Roundtable E1	What does non-retention mean to me in my classroom?	Alberta Room
	Roundtable E2	Cancelled	
	Roundtable E3	Cancelled	
	Roundtable E4	So, now that we have levels, how do we know what the standards are?	Cedar Room
	Roundtable E5	What should a new report card look like?	Centennial Room
	Roundtable E6	How do I make assessment a part of my teaching?	Heritage Room
9:50 - 10:10	<i>Coffee/Juice/Snacks - Heritage Room</i>		
10:10-11:30	Roundtable F1	What does non-retention mean to me in my classroom?	Suite 101/102
	Roundtable F2	How can I trust others to trust my judgement without a standardized test?	Board Room
	Roundtable F3	How can I find time to use more than paper and pencil tests?	Heritage Room
	Roundtable F4	So, now that we have levels, how do we know what the standards are?	Alberta Room
	Roundtable F5	What should a new report card look like?	Centennial Room
	Roundtable F6	How do I make assessment a part of my planning and teaching?	Cedar Room

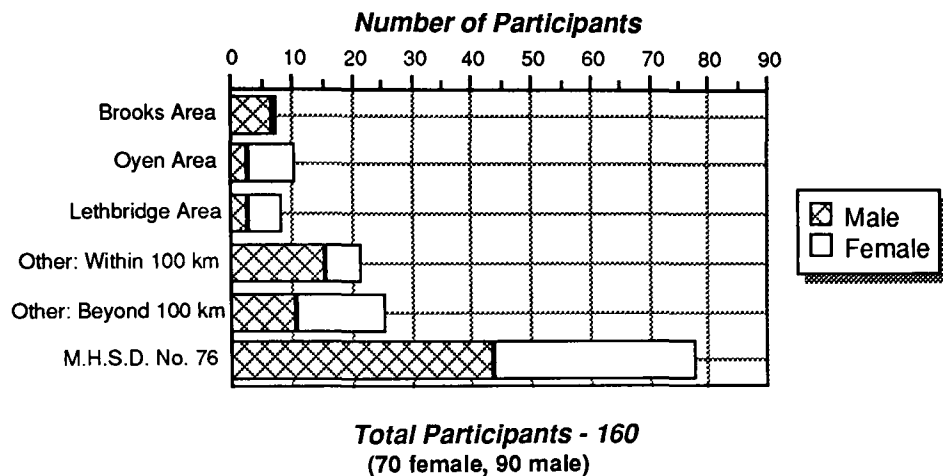
Saturday, November 14, 1992 (continued)

Time	Session Number	Title	Room Assignment
11:30 - 1:00	<i>Lunch - Heritage Room</i>		
1:00 - 4:00	Strategy Workshop G1	Responding to Teacher and Parental Concerns when Retention is the Issue	Board Room
	Strategy Workshop G2	Combined with Session G4	Heritage Room
	Strategy Workshop G3	Conferencing and Reporting to Parents	Alberta Room
	Strategy Workshop G4	Choosing Instructional Strategies Which Support Authentic and Alternate Assessment	Heritage Room
	Strategy Workshop G5	Using Portfolios as Alternatives to Report Cards	Centennial Room
	Strategy Workshop G6	A Wide Variety of Assessment Strategies	Cedar Room

Symposium Attendance

One hundred and sixty persons registered in the various sessions of the symposium. Because of the way we designed the registration package, registrants could choose to attend for the full two days or any half day portion or combination of sessions. We also included the option to attend only the keynote banquet(s) without attending any of the strategy workshops or roundtable sessions. This flexible registration

procedure allowed registrants to fit the symposium scheduling to their needs. The breakdown of the registrants is as follows:



**Figure One: Symposium Registrants
(Total Participation)**

Of the 160 total registrants, 49% of were from Medicine Hat School District #76. The next two largest groupings, within 100 km (13%) and beyond 100 km (16%), did not reveal any distinct patterns of attendance, as participants came individually to the symposium rather than in groups from schools or districts. The next largest representative group attended from the Oyen area (6%) where a number of teachers and administrators attended the symposium as part of a school-wide professional development activity.

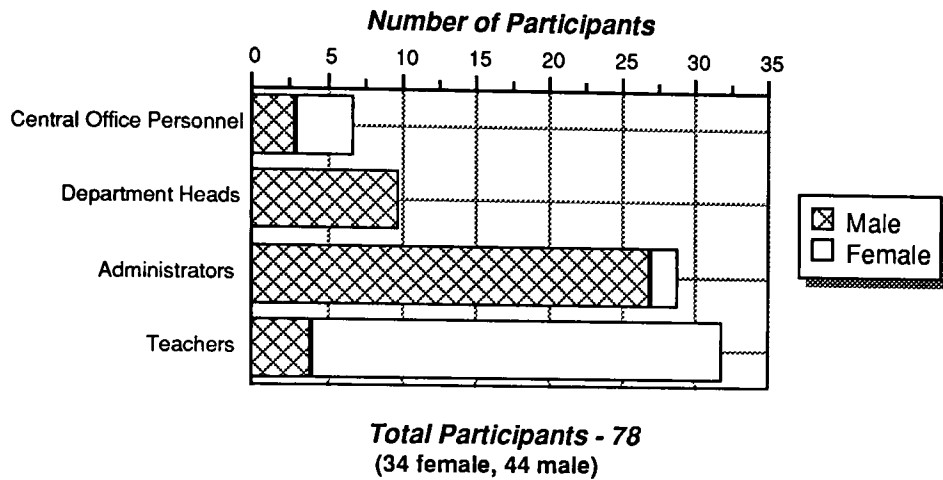
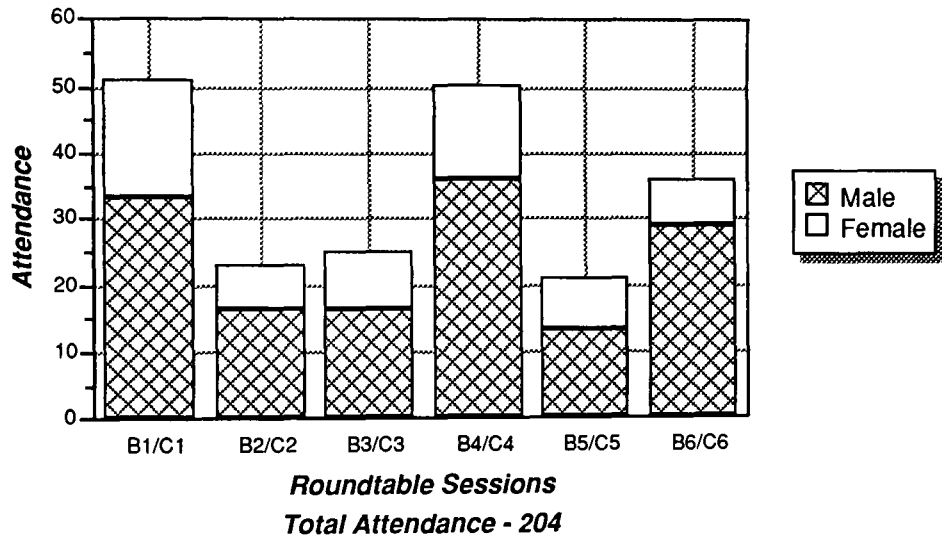


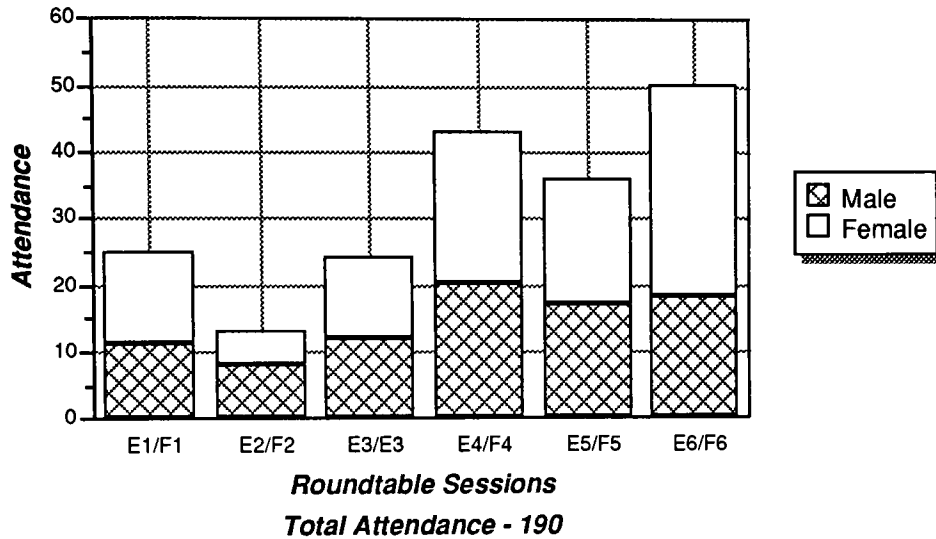
Figure Two: Symposium Registrants
(Medicine Hat School District No. 76)

In the group of Medicine Hat School District #76 registrants, 41% of them identified themselves as classroom teachers, and of that 41%, 88% were female. School administrators were the next largest group (37%) with 6% of them female. Department Heads from Medicine Hat School District accounted for 13%, and Central Office Personnel accounted for 9%.

Because registrants could put together any combination of sessions / banquets to attend, the actual numbers for attendance in the Strategy Workshops and Roundtable Sessions varied each half day. The registration numbers break down as follows:



**Figure Three: Symposium Attendance
(Friday Roundtable Sessions)**



**Figure Four: Symposium Attendance
(Saturday Roundtable Sessions)**

The number of registrants in attendance at the Friday and Saturday Roundtable Sessions is comparatively close - 204 on Friday and 190 on Saturday. Also, **Topic 4** (levels and standards) and **Topic 6** (assessment within teaching) were well attended on both days. **Topic 1** (retention vs non-retention) was very well attended on Friday, while **Topic 5** (new report cards) was more popular on Saturday.

The Friday and Saturday attendance at the Strategy Workshops demonstrated similar patterns.

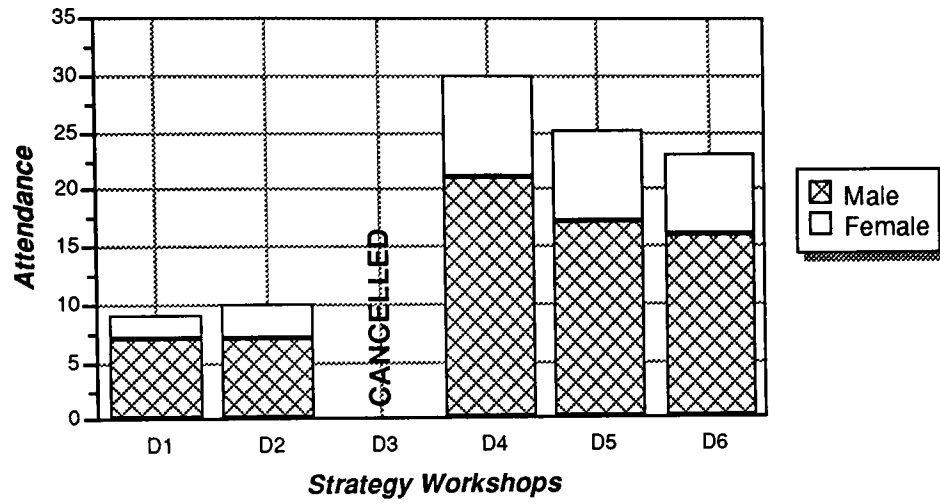
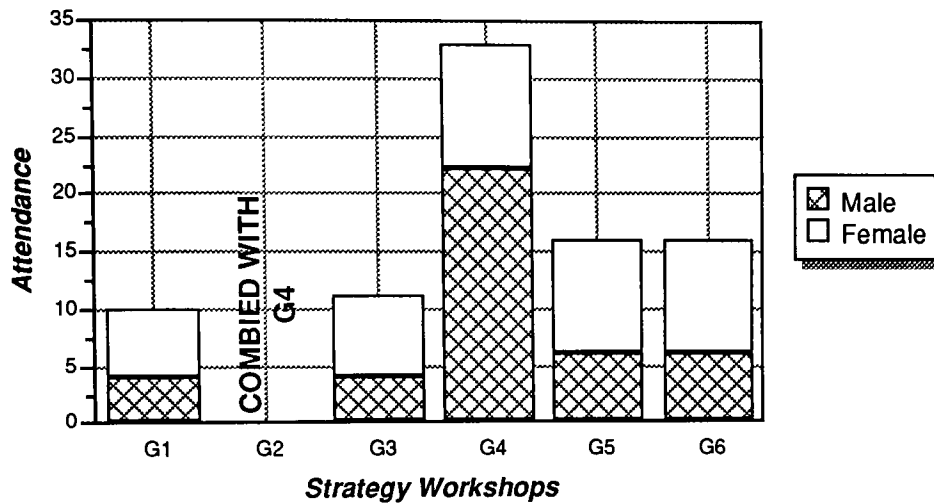


Figure Five: **Symposium Attendance**
(Friday Strategy Workshops)



**Figure Six: Symposium Attendance
(Saturday Strategy Workshops)**

Topic D4 and G4 (Choosing Instructional Strategies Which Support Authentic and Alternate Assessment) was the most popular session on both days. **Topic D5 and G5** (Using Portfolios as an Alternative to Report Cards) and **Topic D6 and G6** (A Wide Variety of Assessment Strategies) were the second most popular on both days. **Topic D3** (Conferencing and Reporting to Parents) was cancelled on Friday and had a very low attendance on Saturday. **Topic D2** (Using the Right Measure for the Right Purpose) had a very low attendance on Friday and was combined with another session on Saturday because of low registration.

The final comparison of registration by session indicates that on Friday 30% of those in attendance were female, while on Saturday 41% of the registrants were female.

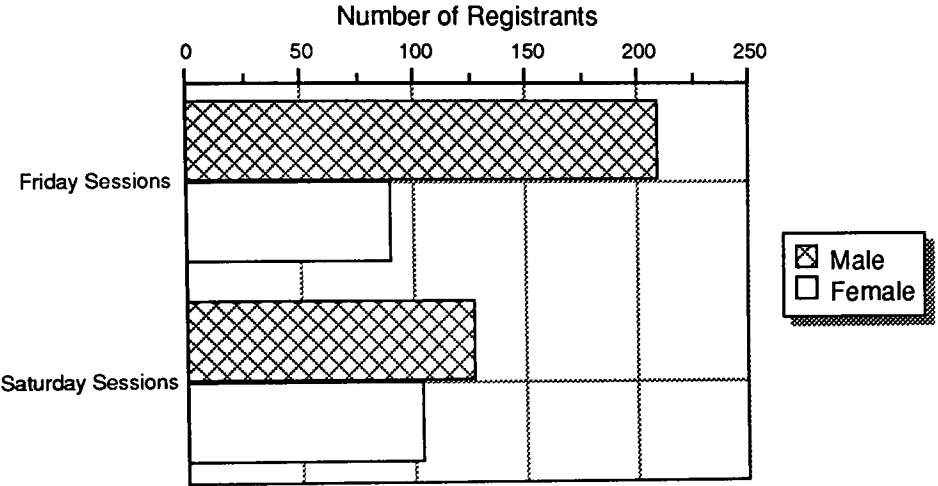


Figure Seven: Total Registration
(Sessions by Sex)

DATA COLLECTION

It was important to receive feedback from the symposium participants as well as presenters, hosts, and facilitators. Not only did we need to know how successful this symposium would be, but we also needed to be able to plan for future endeavours. Because the **program** was largely my responsibility, I wanted to know what each symposium participant thought of the organization, facility, program, and registration process that we set up for the symposium.

Data was formally collected in three different ways:

1. All registrants had **symposium participants' response sheets** in their registration packets. We asked them to fill out them out and return them to a forms collection box.
2. Each **strategy workshop presenter** was given an evaluation form in his/her workshop package. We asked each presenter to return them, along with the expense forms, to the forms return box.
3. Each **roundtable facilitator** was asked to fill in anecdotal comments about his/her sessions. These forms were in the information packages, and we asked for their return to the forms return box as well. (Appendix C).

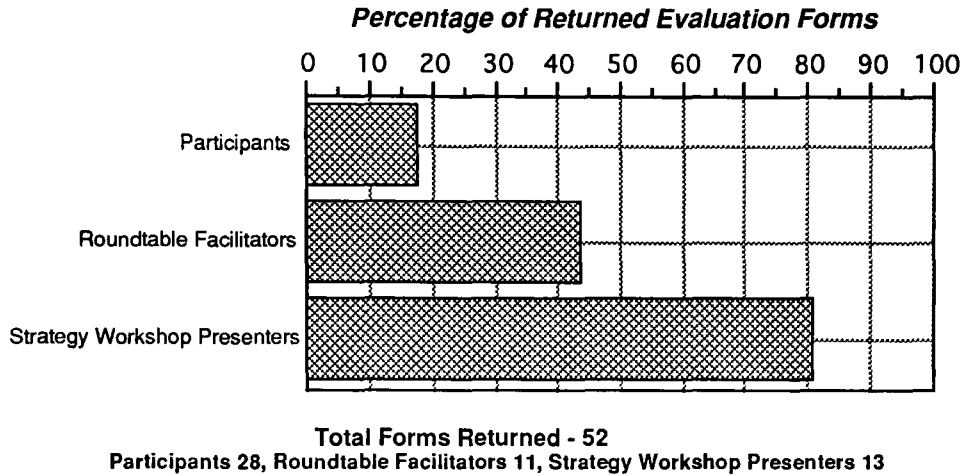


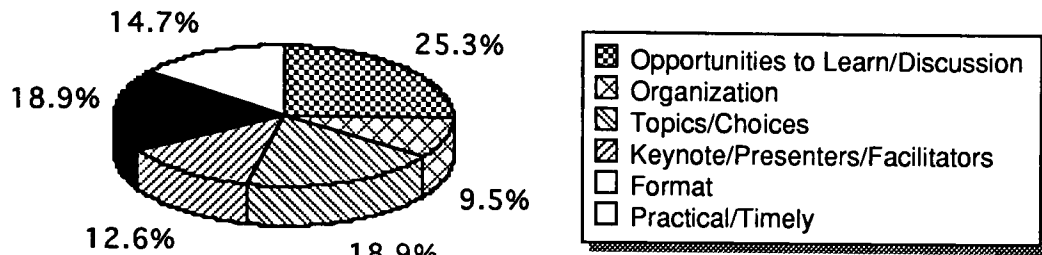
Figure Eight: Responses and Returned Evaluation Forms

The Strategy Workshop Presenters returned 80% of their evaluation forms, while the Roundtable Facilitators returned 44% of their evaluation forms. Participants, who outnumbered the members in the other two categories by a ratio of five to one, only returned 17% of their evaluation forms.

Data Compilation

The **participants' response sheet** was designed for anecdotal comments. In each of the five categories, participants were asked to list the **strengths** and the **suggestions for improvement** (Appendix E). The responses were categorized as follows:

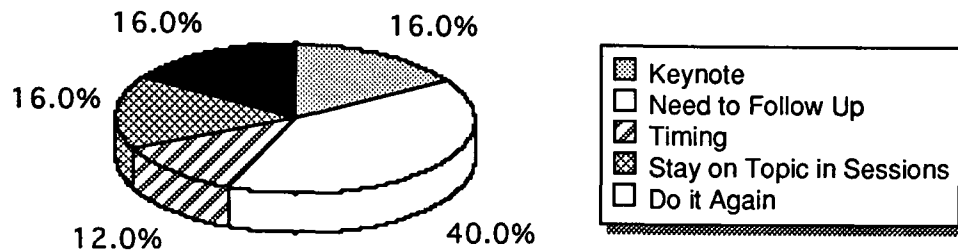
Program	Strengths
	Suggestions for Improvement
Facility	Strengths
	Suggestions for Improvement
Registration Process	Strengths
	Suggestions for Improvement
Symposium Dates	Strengths
	Suggestions for Improvement
Other	Strengths
	Suggestions for Improvement



Total Responses - 87

Figure Nine: Program (Strengths)

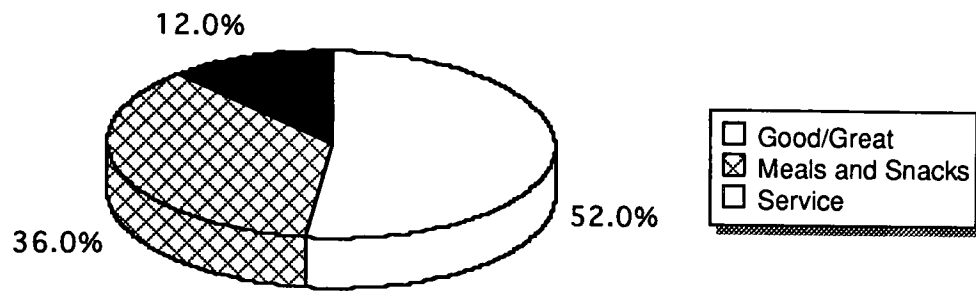
The largest category of responses in the **program: strengths** area centered around the opportunities for participants to discuss the issues and concerns with others. Comments like, “there is an obvious need for more opportunity to discuss such important issues,” and “there was a lot of interaction and sharing among teachers which led to more questions for me, but also led to some answers,” were common. A number of participants also commented on the “small group format” that provided “excellent opportunities for discussion/exchange of ideas with colleagues in the smaller sessions.”



Total Responses - 25

Figure Ten: Program (Suggestions for Improvement)

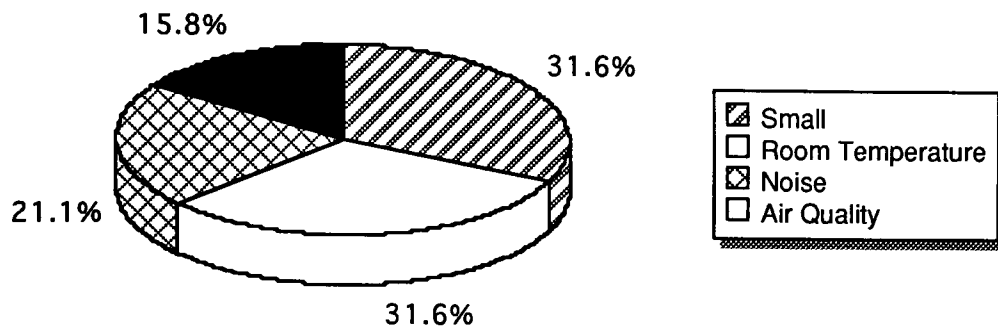
The “need to follow up” came through not only in the evaluation of the **program** but also in other comments as well. Many respondents suggested that there should have been recorders in each group and that we could “put together a handout of ideas to be shared among participants.” While some participants noted that “group leaders need to stay on topic,” others enjoyed “the way the conversation went in different directions according to how the group felt.” The suggestion that we “should do it again” perhaps was not a clear “suggestion for improvement,” but was categorized here because by running such a symposium again, we could follow up on the suggestions we have gathered.



Total Responses - 25

Figure Eleven: Facility (Strengths)

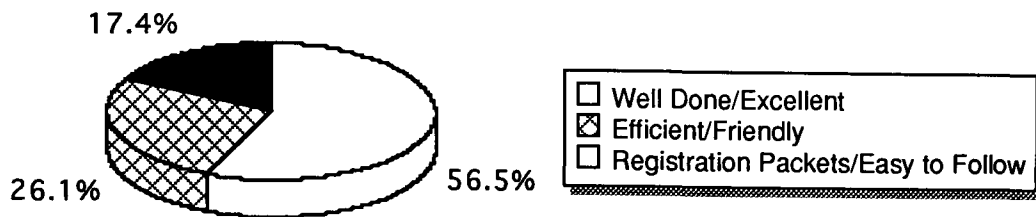
Many of the registrants commented on the excellent food service and “friendly helpful staff.” Three respondents said that there was “just too much food” for sitting all day!



Total Responses - 19

Figure Twelve: Facility (Suggestions for Improvement)

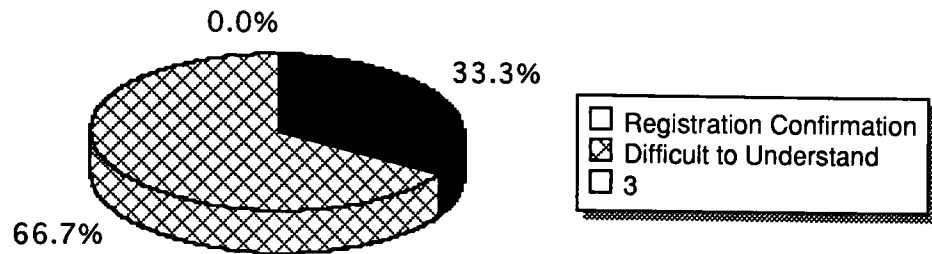
There were a number of complaints about the “heating and cooling system [being] inconsistent and noisy,” and that we needed to “somehow provide clean, fresh air in the meeting rooms.” Others said that the meeting rooms were too small.



Total Responses - 23

Figure Thirteen: Registration Process (Strengths)

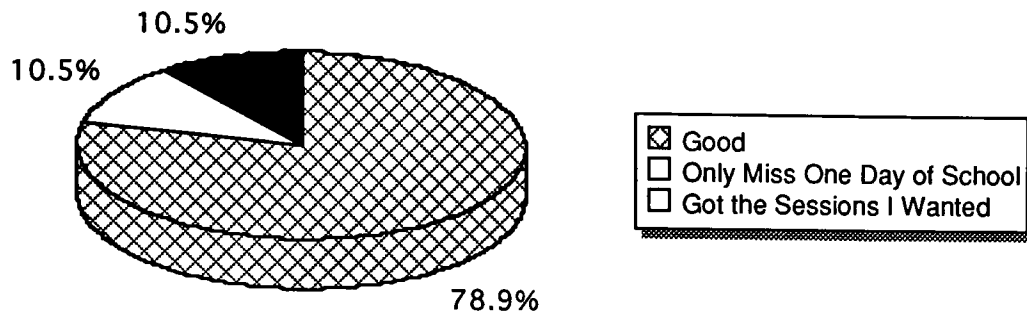
Generally, those who responded in this section of the evaluation forms were pleased with the registration process. Most of these respondents defined **registration process** as the act of checking in at the symposium. Most said, “no problems,” “very efficient, well organized, friendly, helpful, cheerful, centrally located,” and “packages and sessions were ready and well organized.”



Total Responses - 6

Figure Fourteen: Registration Process (Suggestions for Improvement)

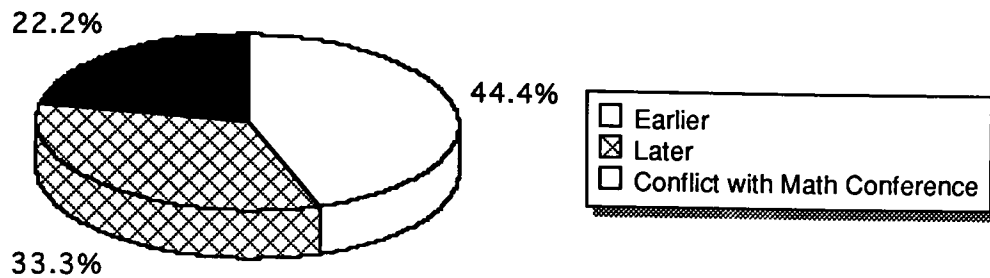
Those who responded in this category, defined **registration** as the registration form itself, and the process of getting registered into the symposium. There were only six responses in this category, but four of them indicated that the “initial form sent to registrants should have had more information and indication of registration process,” and that the “registration form was difficult to figure out re: some sessions not accounted for, [and] could teachers attend Friday?”



Total Responses - 19

Figure Fifteen: Dates and Schedules (Strengths)

In general, symposium participants thought that the dates and schedules were “okay,” “good,” and that it was “great to only miss one day of school.” One respondent asked a very logical question, “Is there ever a “good” time??”



Total Response - 9

Figure Sixteen: Dates and Schedules (Suggestions for Improvement)

Only nine participants responded to the category **dates and schedule: suggestions for improvement**. One comment, in particular, stood out: “If we have a conference like this earlier in the year, we could implement it into our classrooms from the beginning of September to June.” Also, three participants commented on how close our symposium was to the A.T.A. Math Conference.

There were a number of responses in the **other** category that could not be grouped with the other responses as they covered a wide variety of topics. They are as follows:

Other: Strengths and Suggestions for Improvement

- Roundtable discussions should be prefaced with short presentations on the topic . . ie. research . . to get the discussion going
- A.V. hook up was good
- Evening get-together may be more than just a bar; school musical, singers, ways to involve people who don't know each other
- I did not know about the breakfast beforehand
- Need nametags for special guests
- Everything was well done!
- S.A.P.D.C.?
- Give the facilitators, if possible, their packets beforehand
- Thanks for allowing us to attend
- I still want to know how to find time to do all of this

Symposium Presenters' Response Sheet

Each Strategy Workshop presenter was asked to fill out an evaluation form after he/she was finished their workshop. Some of the responses were tabulated on a rating scale, and some of the responses were tabulated as anecdotal comments. (Appendix E)

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

	4	3	2	1
There was ample "lead time" to prepare for the Symposium	13	0	0	0
I had the information about the Symposium that I needed to plan my Strategy Workshop	10	3	0	0
The room assigned to my session was adequate	9	4	0	0
The equipment I requested was satisfactory	13	0	0	0
The topic of the Symposium was appropriate	12	1	0	0
My topic was appropriate within the Symposium framework	10	3	0	0

Additional Comments

1. Through no fault of the organizing committee, the room for our session was a bit inadequate (too small) but we managed just the same. If I can be of assistance for Symposium '93 please do not hesitate to ask me. Thanks for the opportunity, Joanne. I enjoyed myself. Lorne Niven
2. I enjoyed taking part in your symposium. It seemed to be a good gathering and exchange of ideas.
3. Very interesting and I enjoyed it.
4. Session was small but there was excellent interaction and dynamics. Good job, Joanne.
5. I trust the session I was involved with met with your satisfaction. I thank you for your hospitality and support. It was a well run three days. Congratulations on a job well done.
Thank you for inviting me. Dale
6. Thank you for your support.

7. I might have liked to choose my own topic and title of session to have a more direct fit with my area of work - but otherwise everything was great. I have had very few experiences as a presenter where the contact people were as organized and kept in such close contact.
8. Tough topic to deal with. Probably more questions than answers, but absolutely essential.
9. Excellent job, Joanne.
10. I wasn't sure how to substitute portfolios for report cards and it was not my area of expertise and I find some difficulty substituting portfolios for report cards. I would rather use them to complement report cards. Sherry

Roundtable Facilitators' Responses

The roundtable facilitators were asked for their anecdotal comments about the success of the roundtable format. (Appendix C)

1. The smaller group format encouraged discussion more than a large group situation would have done. It was a pity all the questions could not have been discussed at some length but having the small groups discuss and report on one question was, I feel, a good process to adopt.

Some questions produced wide ranging discussion and some groups questioned whether in fact the topics were addressed. All seemed to agree that important issues were addressed.
2. This works well when facilitators begin by asking participants to define or identify what the issue/question or problem means to them. Very useful! Interesting!

The only session I received some negative feedback on was E3 - where the issue of time was not discussed. The facilitator took it in a different direction.
3. The roundtable format was hit and miss. Some of it was good, some felt it was bad. The distribution of people is key. Someone with knowledge in the session helped.

The chairman helps with the focus. Something tangible like report cards when stories can be told is good. Talk about levels is too esoteric.
4. This is an excellent way for people to learn, exchange ideas, concerns, reaffirm what they believe, and work to constructive positive action.

I think you will get "authentic" beliefs from these sessions. Along with presentations, this roundtable format broadens learnings at conferences like these.

5. The roundtable format was fantastic. People were able to structure the discussion to serve their own practical everyday needs; that is within the focus (guide) questions provided. The guide questions were excellent. Participants felt that they can really and truly benefit from talking about an issue that affects them. By offering session of choice with people sharing a common need, some great ideas or plans of action can result.

Suggestion: type up and distribute the notes or ideas from these sessions. It was my pleasure to be involved.

6. Room set up. I should have changed the table set up in a U not a square or rows. Great crowd, very good discussion. Members should be contacted as to what will come of this meeting. B-5 is the group. They need a contact person for them to call.
7. We divided in two smaller groups/discussed/then shared in a larger group. This seemed to offer the participants more of a chance to participate than the larger group roundtable setting.

Excellent format on a particularly relevant topic. Some typical comments made:

- time should be spent on teaching not reporting
- competency-based education with roadblocks for enrichment
- criterion-referenced assessment
- letter grades - **no!** percentages - **no!**
- we have to look at progress
- parents want to know pass/fail

Excellent session. One group thinks they have the answer to this question. See picture taken.

8. Educators struggle philosophically - evaluating students against their own potential as opposed to it.
 - evaluating students in comparison to other classmates
 - having samples of children's materials to which parents can compare their child's work
 - having the time to conference with parents - to do all of the above in all subject areas - portfolios

DISCUSSION

Goals

To promote a collaborative effort between Medicine Hat School District No. 76, the Southern Alberta Professional Development Consortium, and the South East Alberta Regional Council on School Administration.

The three stakeholder groups worked together collaboratively to carry through the process of putting together the symposium. The original agreement was between M.H.S.D. #76 and S.A.P.D.C., and within that agreement, M.H.S.D. #76 was responsible for the planning, budgeting, and delivering the symposium, with the Consortium basically acting in an “advisory and assistance” capacity. Dr. Warnica would also offer advertising, and assess the needs of the Consortium partners in the area of student assessment inservice requirements.

With the addition of the S.E.A.R.C.S.A. committee, the roles were not as clearly defined. At the initial meeting, the roles and responsibilities were assigned, but within each of those roles there were other responsibilities that needed to be defined. Basically, the programming fell to M.H.S.D. #76 whereas everything else fell to S.E.A.R.C.S.A.. There was no longer a defined role for the Consortium participation. Also, the financial agreement which had been struck with the Consortium (50/50 profit loss sharing) was virtually overlooked in a new agreement between M.H.S.D. #76 and S.E.A.R.C.S.A. to have a 50/50 profit loss sharing. S.A.P.D.C.'s responsibilities were reduced to advertising within the southern zone.

I would suggest that, in the future, the agreements between the cooperating members be outlined in writing so that roles and responsibilities are clearly understood. I would also recommend that members from each of the organizing

groups be available for the planning meetings. This would facilitate better communication and understanding of responsibilities. However, I would suggest that cooperative efforts be continued, as sharing the work load certainly makes it easier.

To raise the awareness of teachers and administrators in Medicine Hat School District regarding student assessment and evaluation.

Judging by the number of registrants from Medicine Hat School District #76, (Figure One), I would say that there is a new awareness of the issues surrounding student assessment in the District. Of the one hundred and sixty registrants, seventy-eight of them were from M.H.S.D.#76.

Another indicator of “awareness raising” is through the comments offered by participants on their evaluation forms. One participant wrote, “Now that we have talked about the issues, we need to go back to our school staffs and begin dialogue with them. Teachers have the answers to the questions - we just need to trust ourselves.” Another participant wrote, “Our District (#76) should focus all of our attention towards learning about student assessment.” And a third person added, “It’s good to have a group of us who attended this symposium. We should carry on these discussions at the District level.”

I have had a number of requests for reference materials, articles, and books on the subject of student assessment. In Medicine Hat School District #76 we have struck an **Assessment Committee** which will work under the umbrella of the Curriculum Implementation Team to act as a lead group in implementing alternate and authentic assessment strategies. Some of the activities coordinated by the Assessment

Committee may be sharing sessions (continue the dialogue) or inservice sessions which inform and instruct teachers (learning about assessment). Also, there has been some networking between schools and individuals since the symposium. Teachers seem to always be interested in visiting other teachers to observe a strategy or learn about the act of teaching.

To serve as a beginning point for more dialogue and learnings about student assessment.

The comments shared above indicate that there is a feeling in the District that more dialogue needs to happen. Another indicator is that Dr. Omotani and I have had a number of requests to come out to schools to begin/continue dialogue about student assessment. Four schools are presently working on a series of professional development activities during their professional development planning days. Another school had us come and lead them through a day long series of activities centered on understanding and defining student assesment. Two more “after school” projects are currently in the planning stages.

Ideally, I would like to run another mini-symposium in the Spring, or even next September. I think that this would provide us the opportunity to carry on from where the last session left off. Another advantage would be that in between the two symposiums, teachers and administrators would have time to reflect upon their own teaching and assessment practices. Then we could talk about assessment and evalaution from a “District” perspective.

Even though we were striving to provide a professional development opportunity that would not be a “one shot” session, this symposium was just that. In Medicine Hat

School District #76 we are fortunate that Dr. Omotani has such a solid background and understanding in the area of student assessment. We are also fortunate that the Board of Trustees places a high value on the teachers' need for subject area consultants, therefore providing my half time position as Program Consultant: Language Arts/Assessment. Participants who came from other districts may not have the same advantages, and I wonder how they are receiving "follow up" to their learning at the symposium. I hope that the lists of reference materials, handouts, and ideas that were shared have given them enough information to start implementing some new practices.

To be a financial success for the South East Alberta Regional Council on School Administration.

The final budget was prepared for a joint meeting held November 30, 1992. At this time Mr. Al Bellamy, treasurer S.E.A.R.C.S.A. presented his final budget report (Appendix J). There was a profit of \$9,506.21 which would be jointly shared between S.E.A.R.C.S.A. and M.H.S.D. #76 as per our agreement. I reiterate that the original agreement with the Southern Alberta Professional Development Consortium was overlooked in terms of profit/loss sharing.

To fast track a successful professional development symposium in a five month time frame.

The symposium was a success due to a number of reasons. One reason is that the support staff at Medicine Hat School District #76 central office were able to complete such tasks as graphic design, printing, word processing, mailing, audiovisual equipment delivery, etc. in such an expedient manner. Since M.H.S.D. #76 had a primary role in the partnership, these services were available almost on a demand

basis.

Another reason that the symposium could be put together on such short notice is that Dr. Omotani and I knew enough people to contact to act as presenters that we could confirm and finalize the program fairly early. In addition, we took advantage of "systems" that were efficient; for example, mailings through the A.T.A., advertisements in the A.T.A. News, mailings through S.A.P.D.C., and being able to advertise without having all of the speakers confirmed. These could all be done with a minimum of effort.

Having three groups of people to call on to carry out responsibilities really was advantageous; we shared the load, thereby making each person's job easier. Better communication would have made it even easier. Also, because I was able to work on preparing for the symposium during work time, I was able to address many tasks as they required attention. Preparation for the symposium filled up almost all of my consulting time from September to November 13, 1992. Even though I still carried out many other consultant responsibilities during that time (in addition to teaching half time), there certainly was not a day that went by without one or two hours spent on the symposium. I also found that it was much easier to come into the office to work on the word processor during the weekends because I would not be interrupted by the telephone. The time that I spent preparing for the symposium is not time which has been added into the "cost" to the District. I am sure that if I were to put a dollar value on the time I spent, there would have been a much smaller profit!

The symposium was also a success because of the high quality speakers and facilitators that we engaged. The fact that many of them confirmed with such short notice gives credence to the notion that student assessment is indeed a topic which

teachers are focussing on more and more. It also indicates that many Alberta teachers are at the forefront in the area of researching strategies for effective student assessment.

What Did I Learn?

A lot of the success of the actual “carrying out” of the symposium depended upon advance preparation and trouble-shooting. For example, having all of the packets ready for the presenters with all of the information available at one time, certainly allayed a number of questions and concerns that they had. Also, planning in advance for things like extension cords, tape, and staplers, etc. really allowed us to continue during the symposium’s three days without having very many hitches. I do not think that it would be possible to be “over prepared.”

The brochure design could have been improved upon. In fact, I had difficulty registering for the sessions that I wanted. Many participants commented about not being able to understand how to select sessions to attend, and many thought that the same presenters were simply repeating the sessions on both days as opposed to having the topics repeated with different presenters. Also, if I were to do a similar symposium another time, I would try to have as many of the presenters confirmed as possible before we started advertising. If this had been the case, many of the questions would not have arisen. The short time frame was definitely a factor with this problem.

I think that one of the most important things I learned was that is imperative to keep everyone informed about what is going on and to continually contact people to update them, check on their progress and see if they need assistance. Paying

attention to “time” factors is also extremely important: often the work for the symposium was done in addition to regular work loads. This is not only true for the people who are presenting workshops, it is also very true for support staff and hotel personnel. Giving everyone lots of lead time was especially helpful and I found that all tasks were completed well before the crucial deadlines. Probably the best benefit was that being well planned and prepared allowed me some “down” time just before the symposium dates to go over details and be sure everything was ready to go. In addition to all of the learning about organizing and managing an event such as this, I also learned that I work in a School District where it is all right to take a risk - the most important thing that I learned. There was a time, when I was a classroom teacher, that I perceived many roadblocks to change and innovation. And whether or not these existed in reality, my perception that they were there disallowed me from moving ahead with some of the ideas and programs which I felt were in the best interests of myself and my students. This experience with the symposium is one of the events that has changed this perspective.

First of all, working as a subject area consultant has helped me grow professionally more than I ever thought possible. Being able to have a “District-wide” perspective has dramatically changed the way in which I look at curriculum and how we bring children to it. Just moving out of Herald School and into other staffrooms has been enlightening. Since I am the first person to be a Language Arts Consultant in this District, and especially in a time when the new Language Learning Program of Studies is being implemented, I was encouraged to “write” my own job description within the general consultants’ framework. This was a frightening, sometimes frustrating, but rewarding task.

Second, in my role as a subject area consultant, I am encouraged to contact other

resource persons within the province to be part of the networking of ideas and materials. Again, this expanded my range of knowledge, acquaintances, and resource possibilities. Here I met other people who worked in the same capacity as me, and our commonalities definitely promoted support and sharing. This is how I became a part of the Southern Alberta Professional Development Consortium Language Learning Steering Committee. This is why I was at the meeting that started the idea about putting on a symposium centered around student assessment.

Third, when I have been working with teachers and students during the past three years, any of the ideas, plans, proposals that I came up with, were supported by Mr. Gary Hill (Acting Assistant Superintendent) and Dr. Les Omotani (Assistant Superintendent) as long as I had solid rationale and planning behind the ideas. I was often asked “Why? How” “Who will benefit?” as I progressed through the stages of developing professional development activities. I was asked to reflect on why an activity was successful or what I may have changed if I were to do it over again. Their positive feedback and support encouraged me to take professional responsibility for my own work and its directions.

It was this same encouragement that greeted me when I brought the original symposium proposal to the District. There was hardly a moment’s hesitation, once I had explained the idea, rationale, and process to Dr. Omotani and Dr. Storlien. Again, they placed a trust in my judgment that the project was one that was viable and would be of assistance to our District teachers. But the support did not stop there. Clearly, from the beginning, this became a **District** project, which meant that all of the services of the District were available to me to provide support for it. I was able to access secretarial support, graphics support from the Instructional Materials Centre, the grounds crew for moving equipment, mailing, copying, and phone

services, school delivery service, teachers and administrators to act as facilitators and hosts, and feedback/reflection/guidance from my colleagues in Central Office. There seemed to be no obstacle that was too great for us to overcome.

This is the atmosphere in which I work. This is the atmosphere which supported me through the development and delivery of the symposium. And, if, as a District, we decided to do it again, I would be willing to coordinate such a project.

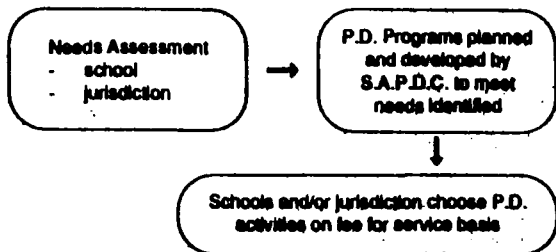
APPENDIX A

Southern Alberta Professional Development Consortium

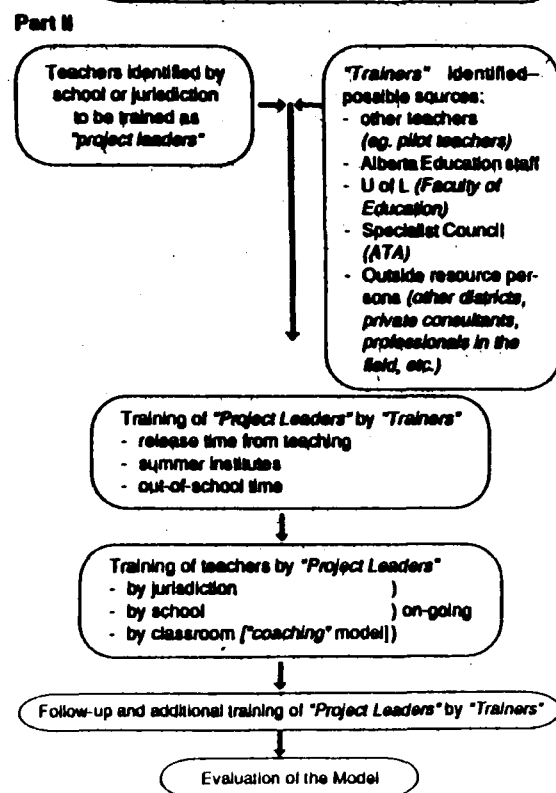
ONE APPROACH TO PROFESSIONAL DEVELOPMENT:

"TEACHERS TEACHING TEACHERS" Project Leader Model

Part I



Part II



CONTRIBUTIONS:

- "Start-up" funding from Alberta Education for the period November, 1990 to August, 1993.
- Membership fees from school jurisdictions (*per pupil fee of \$1 per pupil per year*).
- "In-kind" support from ATA.
- Services of faculty members, University of Lethbridge.

GOVERNANCE:

- **Board of Directors:**
 - 5 ATA representatives
 - 4 CASS representatives
 - 2 ASTA representatives
 - 2 University of Lethbridge representatives
 - 1 Alberta Education representative
- **Executive Committee:** (*elected by the Board of Directors*)
 - 2 ATA representatives
 - 2 CASS representatives
 - 1 Alberta Education representative
 - 1 University of Lethbridge representative
 - Executive Director (*Ex Officio*)
- **Executive Director:**
 Dr. Earle J. Warnica
 Rm. 328 Provincial Building
 200 Fifth Ave. S., Bag Service 3014
 Lethbridge, Alberta T1J 4C7
 Office: (403) 381-5575
 Residence: (403) 381-7360
 Facsimile: (403) 381-5734

SOUTHERN ALBERTA PROFESSIONAL DEVELOPMENT CONSORTIUM

A partnership to meet teacher - and jurisdiction-identified professional development needs for educational personnel in Zone 6. The Consortium will serve as a clearinghouse, broker or project initiator and may initiate or coordinate action-research or development projects.



... "teachers as adult learners" ...

PURPOSE:

1. To promote continuing education in the teaching profession with an emphasis on "teacher as adult learners".
2. To focus on on-going, coordinated professional development activities.
3. To meet or facilitate teacher-identified and jurisdiction-identified professional development needs of educational personnel in Zone 6 (both rural and urban).
4. To offer both "centrally-delivered" and "locally-delivered" professional development activities across the Zone, with an emphasis (wherever possible) on school-based activities and/or functional groups (eg., secondary science teachers).
5. To encourage the development of local expertise (jurisdiction or school) with the continuing assistance of the Consortium.
6. To employ practices consistent with the literature on effective staff development and change, including theory, guided practice, coaching, and feedback.
7. To serve as a clearinghouse, broker, or initiator of projects.
8. To initiate or coordinate action research or development projects.

SERVICES:

- To both rural and urban teachers in Zone 6.
- Based on needs assessments.
- Assistance in development of plans to meet teacher-identified and jurisdiction-identified professional development needs.
- "Fee for service".

FOCUS:

- Teachers are adult learners participating in life-long learning as part of their professional commitment. Leaving university to begin teaching marks the beginning, not the end, of a teacher's education as a professional.
- Where possible, the focus will be on school-based activities and/or on functional groups (eg. senior high science teachers).
- A balance of centrally-delivered and locally-delivered activities.
- Development of the expertise of local jurisdiction or school-based teachers.

"... staff development is central to every approach to educational improvement ..."

MICHAEL J. FULLAN

PRINCIPLES OF EFFECTIVE STAFF DEVELOPMENT:

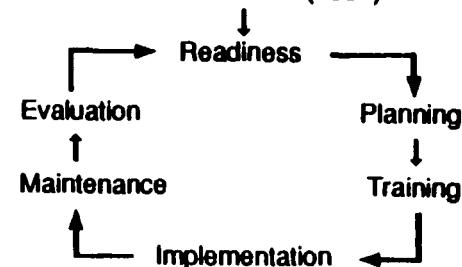
1. Understand and apply knowledge of change process.
2. Apply fundamental principles of learning theory.
3. Apply research on good teaching.
4. Apply knowledge of adult learning.
5. Follow-up on initial activities in order that P.D. becomes ongoing and long-term.

"The culture of schooling is such that those who will be implementing school reforms (teachers and principals) must be meaningfully involved with the planning, selection and design of the change efforts if they are to have any chance of success."

Eubanks & Parish (1987)

STAFF DEVELOPMENT CYCLE

Robbins & Wolf (1987)



APPENDIX B

South East Alberta Regional
Council on School Administration

**THE CONSTITUTION OF
THE COUNCIL ON SCHOOL ADMINISTRATION**

1. **NAME:** The name of this organization shall be the South Eastern Regional Council on School Administration of the Alberta Teachers' Association (SEARCSA)
2. **BOUNDARIES:** This Council shall include the following districts:
 - a. Local # 1 - Medicine Hat Public School District No. 76
- Medicine Hat Catholic School District No. 21
- Cypress School Division No. 4
- Ralston School District No.
 - b. Local # 8 - County of Forty Mile No. 8
 - c. Local # - County of Newell No.
 - d. Local # - Town of Brooks
3. **OBJECTIVES:** To further the objects of the Council on School Administration. To plan desired conferences and especially to organize the pre-convention seminar.
4. **MEMBERSHIP:** Members of the Provincial Council on School Administration who hold administrative positions within the above school organizations. Further, that the pre-convention seminar be open to anyone, regardless of CSA membership.
5. **FEES:**
6. **EXECUTIVE COMMITTEE:** Each Principal's Association of the stated school areas will elect one member to serve on the executive committee.
7. **OFFICERS:** The officers to be elected at the annual meeting shall be: Past President, President, Vice-President, and Secretary-Treasurer.
8. **FINANCES:** The Executive Committee shall have the power to collect fees and make expenditures. A financial statement shall be submitted to the annual meeting and to the Secretary of the Provincial Council on School Administration.

9. APPOINTMENTS:

10.COMMITTEES: The executive may appoint, from time to time, such committees as are necessary to carry on the work of the South Eastern Regional Council on School Administration.

11. LIASION: Any representation which the South Eastern Regional Council on School Administration wishes to make to any organization, government department, or other agency, shall be conducted through the Executive Committee of the Provincial Council on School Administration.

12. REPORTING ACTIVITIES: This regional council shall submit annually a written report of its activities to the Secretary of the Provincial Council on School Administration. This report shall be submitted prior to the Annual Meeting of the Provincial Council on School Administration.

13. MEETINGS: This Regional Council shall hold at least one general meeting each year.

14. AMENDMENTS: After 3 months notice of motion to amend the constitution being given to each member of the Regional Council, this constitution may be amended by a 2/3 majority vote of the members present at any regular session of the Annual General Meeting of the Regional Council, subject to ratification of the Provincial Council on School Administration of the Alberta Teachers' Association.

APPENDIX C

Roundtable Facilitators' Guidelines and Responses



Student Assessment

"A Positive Beginning"

ROUNDTABLE FACILITATORS' RESPONSE SHEET

We realize that facilitating a roundtable discussion may be a new experience for many of you. It is certainly a different way of learning about and presenting material than we are used to at a conference.

In order to know if the roundtable format was successful, we would appreciate it very much if you would take a few moments to write your thoughts, concerns, or recommendations about this type of sharing session. It is only through your responses that we can evaluate our successes. Please drop these evaluation forms into the collection box along with your "general" evaluation form. This box is located near the registration desk.

Once again, thank you very much for your participation in the Symposium.

GUIDELINES FOR ROUNDTABLE DISCUSSION LEADERS

Thank you very much for agreeing to facilitate this roundtable discussion. Your help is appreciated.

The purpose of the roundtable discussions is to have participants engage in conversation about the given topic. Your role as a leader of the roundtable discussion is to initiate discussion, perhaps through the suggested guide questions or by posing situations, and to keep the discussion moving along. It is realized that not all members of the group will be as willing to participate as others, but be sure that each participant has the opportunity to join in as they feel comfortable. If you think that it would be beneficial to divide into smaller groups, feel free to do so.

If the members of the group have questions that seem to be recurring, or appear to be at the cornerstone of understanding what this particular topic means to them, you should record these questions/concerns and these particular issues may become the basis for further inservice sessions on assessment. If you turn them in to the registration desk, we can forward the questions to the Strategy Workshop presenters, and perhaps these question can be addressed in the afternoon sessions.

GENERAL GUIDELINES

1. Begin the roundtable session with general introductions.
2. Discern from the participants why and how they chose this session over others, and the importance of this issue to them.
3. Another opening question that you might ask is what participants think this roundtable question means.

Please remind your group that:

-coffee/juice is available in the Heritage Room 9:50 - 10:10

-lunch is served in the Heritage Room at 11:30.

Thank you, once again.

Roundtable Topic: _____

Date: _____ **Time:** _____ **Location:** _____

Suggested Guide Questions - These are basic question which you may use to begin and guide the discussion in your group.

1. What does this question mean to you as an administrator/teacher?
2. What do you see as related issues/concerns/needs surrounding this question?
3. What has been your experience on a day to day basis or in the preceding 12 months with this question?
4. How does responding to this question improve our effectiveness with students?
5. What do you/we need to know in order to act upon this question?

Specific Topic Questions - These are questions/suggestions for you to use if you need additional leads to facilitate the discussion. You do not have to use any of these suggestions if you feel the group discussion is successful without them.

B1/C1 Why promote or retain students?

1. What are some of the beliefs teachers have about grade retention?
2. What are some of the beliefs that administrators have about retaining students?
3. What are some of the beliefs that parents have about grade retention?
4. Is there a difference in the belief sets between primary grade teachers, upper

elementary grade teachers, junior high school teachers and high school teachers?

5. When do teachers think retention is warranted?
6. What are the anticipated outcomes of retention?
7. How do teachers explain retention?
8. Research suggests that there are four categories of teachers who retain students; they are: work-ethic moralists, standard-bearers, remediationists, and antiretentionists. What explanations would each of these persons offer for retaining or promoting students?
9. How can a school principal promote the notion that teachers are expected to meet the academic needs of children of different skill and ability levels within their classroom?
10. How can school personnel become more informed about the current research on grade retention?

B2/C2 When are standardized tests appropriate?

1. What do we mean when we use the term "standardized tests"?
2. Why do we evaluate? Do standardized tests meet those needs?
3. Can standardized tests demonstrate developmental growth?
4. How do standardized tests support teaching and learning?
5. What kind of information can standardized tests give us?

B3/C3 Why do parents need to know that their child is better or worse than another?

1. What can I say when parents want to know how their child stands in relation to other children in the classroom?
2. How can I indicate a level at which a child is working without having to show samples of other children's work?
3. What assessment strategies are there that can help me to demonstrate the learning that a child is doing in my classroom?

4. How can I help the parents of children in my classroom understand my idea of what assessment is?

B4/C4 So, what's the fuss about levels?

1. Doesn't a levels based curriculum dictate that we just accept students at all levels and not try to have them "standardized?"
2. When we report a student's progress, how can we indicate that a student is at a low skill level in one area but has stronger skills in other areas?
3. How can we develop standards of achievement within our school?
4. How can we set standards without standardized tests?
5. Will we be able to talk about a student being "at the grade three level", or "at the grade six level" anymore?
6. We have always had students in our classrooms that have been working at different levels. How do I know when a student has mastered the curriculum objectives for that level?
7. How will planning be any different now that we have levels indicated in the Program of Studies?
8. How do I assess a skill, in a level, in a grade --- all at the same time?
9. Should all of the children be assessed in the same way?

B5/C5 - Why do we need another new report card?

1. What does the old style (letter grades) report card say about the way we teach?
2. What kind of information was included on the old style report cards that described the abilities and progress of children?
3. What information is important for parents to know?
4. I found it easy to give letter grades because I have been teaching for a long time and know what the levels of excellence are for the grade level that I am teaching. Why should I have to change my style of marking when I already feel that I do a comprehensive job?

5. Won't it be difficult to collect data to fill in anecdotal types of report cards? Don't the parents want to have letter grades anyway?
6. We may know that the report card does not tell parents what they should know about the progress of their son or daughter. But how can we convince parents that a new report card will be any more accurate or beneficial than the last?

B6/C6 How do I lead where I have not gone before?

1. How can I be expected to understand every subject and know how to track student progress in each one?
2. How can we be more consistent from teacher to teacher in the ways we assess students now? How can we be sure that an "above average" grade means the same in two different classrooms (or schools)?
3. What does the recent literature say about assessment? What does "performance assessment" mean?
4. How do I know that my staff members are aligning their planning, teaching, and student assessment?
5. How can we inform parents about the changes that are being made in the ways we assess students?
6. The teachers on my staff seem to be way ahead of me in their understanding of different ways to assess students and to understand what those assessments mean. Should I make them explain to me what it is they are doing or would that make me look like I am not up to date on the newest stuff?
7. I have a number of teachers who are not willing to change. They seem to think that if they just don't pay attention to all this information about assessment it will just go away. What positive steps can I take to support change?

E1/F1 - What does non-retention mean to me in my classroom?

1. What kinds of record-keeping will help to facilitate reporting student progress in a classroom where students are working at different levels?
2. Will each student still be expected to do exactly the same assignment even though they do not have the same capabilities?

3. Are there more effective interventions available for teachers rather than using retention?
4. How can the school climate support a policy of non-retention?
5. What are my fears as a teacher about sending on students who are not working at an "acceptable" level?
6. How can a school principal promote the notion that teachers are expected to meet the academic needs of children at different skill and ability levels within their classrooms?
7. How can school personnel become more informed about the current research on grade retention?
8. What kinds of assessment methods can I use in my classroom that will demonstrate student growth over a long term? Can "snapshot" methods of assessing really tell us what we need to know about a student's progress or do we need to develop ways to demonstrate student learning over a longer period of time -perhaps over a number of years?

E2/F2 How can I trust others to trust my judgement without a standardized test?

1. What do we mean when we use the term "standardized tests"?
2. Why do we evaluate? Do standardized tests meet those needs?
3. Can standardized tests demonstrate developmental growth?
4. How do standardized tests support teaching and learning?
5. What kind of information can standardized tests give us?
6. What tools can we use to demonstrate student learning in a way that parents can understand?
7. What positive steps can we take to convince School Trustees that standardized tests do not always give accurate information about what we need to know?

E3/F3 How can I find time to use more than paper and pencil assessment strategies?

1. How important is it that I have varied records about individual students?
2. It sounds like I will have to be recording information all the time if I choose to use anecdotal record-keeping. How can I do that?
3. When I test the whole class I get the range of abilities that the students have. What's wrong with having test scores that tell you who is at the top of the class and who is at the bottom?
4. Will I have to replace ALL of the paper and pencil tests with alternative means of assessment?
5. If I use paper and pencil tests to assess my students, what kind of information can I gather?
6. What portion of my assessment battery can be paper and pencil tests?
7. Do I have to make up new tests each time I teach a unit? Will I have to make up different tests for each different class that I teach? (for example, two different classes of grade seven Language Arts)

E4/F4 - So, now that we have levels, how do we know what the standards are?

1. Doesn't a levels based curriculum dictate that we just accept students at all levels and not try to have them "standardized?"
2. When we report a student's progress, how can we indicate that a student is at a low skill level in one area but has stronger skills in other areas?
3. How can we develop standards of achievement within our school?
4. How can we set standards without standardized tests?
5. Will we be able to talk about a student being "at the grade three level", or "at the grade six level" anymore?
6. We have always had students in our classrooms that have been working at different levels. How do I know when a student has mastered the curriculum objectives for that level?
7. How will planning be any different now that we have levels indicated in the Program of Studies?
8. How do I assess a skill, in a level, in a grade --- all at the same time?

9. Should all of the children be assessed in the same way?

E5/F5 What should a new report card look like?

1. What information do we want to report to the parents?
2. How do we find time to write a lot of anecdotal reports? There is barely enough time to do the report cards now.
3. What information does our current report card convey to parents?
4. How can we combine the notion of a levels based curriculum with reporting to parents? It seems that parents can only relate to report cards as they knew them when they were in school.
5. What positive steps can we take to inform parents about new ways of reporting their child's progress?
6. How can we get teachers in each school to agree about reporting? After all, teachers all have different philosophies?
7. Is it possible to tell the parents too much about their child's progress in school?
8. What are some of the alternate categories that we could use to describe student progress? (i.e. working at an appropriate level, working at an average level in this particular class, above average, below average, approaching level, etc.)

E6/F6 How do I make assessment a part of my planning and teaching?

1. How do I know, when I am doing my planning, what assessment tools I could use?
2. Aren't planning, teaching, and assessing three separate parts of the process?
3. What are the advantages of "planning for assessment?"
4. How can I balance my assessment practices so that I can have a more complete view of student abilities?
5. If I plan for assessment and evaluation, then won't I have a tendency to teach to the test?

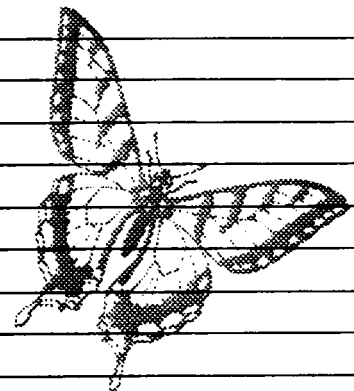
Student Assessment

"A Positive Beginning"



NOTES:

A series of horizontal lines for taking notes, starting below the 'NOTES:' label and extending across the width of the page.



"Our Decisions about learning, teaching, assessment and evaluation must be congruent. We cannot espouse and implement one philosophy of learning and teaching, and evaluate from a totally different perspective."

R. Anthony, et al, 1991

APPENDIX D

Advertising and Registration

COUNCIL ON SCHOOL ADMINISTRATION

and

MEDICINE HAT SCHOOL DISTRICT No. 76

with

participation from the
SOUTHERN ALBERTA PROFESSIONAL
DEVELOPMENT CONSORTIUM

presents

STUDENT ASSESSMENT
"A Positive Beginning"

featuring



Dale Armstrong
Director Student Assessment
Edmonton Public Schools

November 12 to 14, 1992



Quality Inn
Trans Can. Hwy & 7th St.
Medicine Hat, Alberta



DALE ARMSTRONG

Dale Armstrong is Director of Student Assessment for Edmonton Public Schools, a position he has held for seven years. Dale has served as a science teacher, assistant principal, and as principal of four junior high schools in Edmonton. He completed his graduate studies at the University of Oregon and has pursued independent study with U.S. assessment experts Grant Wiggins, through the Association for Supervision and Curriculum Development, and Richard Stiggins at the Northwest Regional Laboratory in Oregon. Dale is a member of the conference of Alberta School Superintendent's Assessment Consortium Development Committee.

Dale is often called upon to deliver lively presentations in the areas of grade retention/promotion and performance assessment. He is one of the foremost authorities on student assessment in Alberta and Western Canada. Dale Armstrong believes in the importance of quality student assessment and celebrations of student learning. He wants his work to enhance classroom instruction.

STUDENT ASSESSMENT SYMPOSIUM:
A POSITIVE BEGINNING

This symposium is intended to provide administrators and classroom teachers with an opportunity to discuss the current issues regarding the redesigning of student assessment. Opportunities will be provided to hear about high quality authentic, alternative and performance-based assessment strategies. Participants will be able to choose from a wide variety of round table sessions and workshops. The Thursday evening and Friday sessions will primarily focus upon issues of interest to school administrators. The Friday evening and Saturday sessions will be of particular interest to classroom teachers.

All partners in the educational process need to know what their students have learned, achieved and are capable of doing. This symposium will increase the level of knowledge and understanding of classroom teachers and school administrators. Participation in this activity is sure to be a positive beginning in the redesigning and improvement of student assessment.

FALL SYMPOSIUM '92 REGISTRATION

Name: _____

Address: _____

Home Phone: _____

Business: _____

Please indicate (✓) the sessions you wish to attend

- Thursday - Banquet and Speaker \$25.00
Friday - AM Sessions and Breakfast \$45.00
- PM Sessions and Luncheon \$45.00
- Banquet and Speaker \$25.00
- Saturday AM Sessions and Breakfast \$45.00
- PM Sessions and Luncheon \$45.00
Entire Thursday to Saturday Sessions and Meals \$190.00

75

Registration Deadline
October 22, 1992

Make cheque payable to
SEARCSA
c/o Jim Haland
18 Rosedale Court, S.E.,
Medicine Hat, AB
T1B 1W6

Limited Enrollment: Register Early
Quality Inn 577-8844

ALL SYMPOSIUM '92 SCHEDULE

THURSDAY, NOVEMBER 12th

5:00 pm - 6:00 pm Registration/Social Hour
 6:00 pm Banquet
 7:00 pm Keynote Address - Dale Armstrong
 "The Administrator's Survival Package"
 8:30 pm Entertainment/ Social

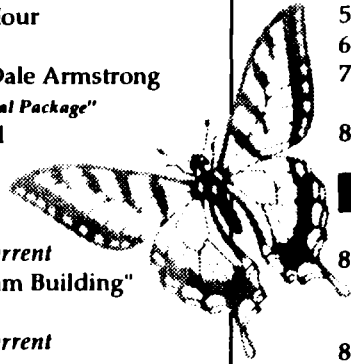
FRIDAY, NOVEMBER 13th

8:30 am - 11:30 am **Session A 1 Concurrent**
 District Inservice "Team Building"

8:30 am - 9:50 am **B Sessions Concurrent**
 Roundtable Sessions
B 1 Why promote or retain students?
B 2 When are standardized tests appropriate?
B 3 Why do parents need to know that their child is better or worse than another?
B 4 So what's the fuss about levels?
B 5 Why do we need another new report card?
B 6 How do I lead where I have not gone before?

10:10 am - 11:30 am **C Sessions Concurrent**
 Roundtable Sessions
C 1 to C 6 are the same as B 1 to B 6

1:00 pm - 4:00 pm **D Sessions Strategy Workshop**
D 1 Responding to Teacher and Parental concerns when retention is the issue.
D 2 Using the right measure for the right purpose.
D 3 Conferencing and reporting to Parents.
D 4 Strategies for restructuring your school to support a Levels Based Curriculum.
D 5 Using portfolios as an alternative to report cards.
D 6 A wide variety of assessment strategies.



FRIDAY, NOVEMBER 13th cont'd

5:00 pm - 6:00 pm Registration/Social Hour
 6:00 pm Banquet
 7:00 pm Keynote Address - Dale Armstrong
 "Student Assessment -Doing What's Right for Kids"
 8:30 pm Entertainment/Social

SATURDAY NOVEMBER 14th

8:30 am - 11:30 am **Session A 2 Concurrent**
repeat of session A 1

8:30 am - 9:50 am **E Sessions Concurrent**
 Roundtable Sessions
E 1 What does non-retention mean to me in my classroom?
E 2 How can I trust others to trust my judgement without a standardized test?
E 3 How can I find time to use more than paper and pencil assessment strategies?
E 4 So now that we have levels, how do we know what the standards are?
E 5 What should a new report card look like?
E 6 How do I make assessment a part of my planning and teaching?

10:10 am - 11:30 am **F Sessions Concurrent**
 Roundtable Sessions
F 1 to F 6 are the same as E 1 to E 6

1:00 pm - 4:00 pm **G Sessions Strategy Workshop**
repeat of sessions D 1 to D 6 with the exception of:
G 4 Choosing instructional strategies which support alternate and authentic assessment.

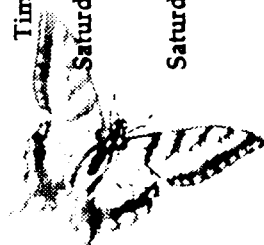


SELECTION OF SESSIONS

Please indicate your priority for each session you wish to attend.

A 1, A 2, B 1, B 2, B 3, B 4, B 5, B 6, C 1, C 2, C 3, C 4, C 5, C 6, D 1, D 2, D 3, D 4, D 5, D 6, E 1, E 2, E 3, E 4, E 5, E 6, F 1, F 2, F 3, F 4, F 5, F 6, G 1, G 2, G 3, G 4, G 5, G 6

Time	Sessions Requested	Time	Sessions Requested
Friday AM	1st Pref. _____ 2nd Pref. _____ 3rd Pref. _____	Saturday AM	1st Pref. _____ 2nd Pref. _____ 3rd Pref. _____
Friday PM	1st Pref. _____ 2nd Pref. _____ 3rd Pref. _____	Saturday PM	1st Pref. _____ 2nd Pref. _____ 3rd Pref. _____



APPENDIX E

Strategy Workshop Presenters' Guidelines and Responses

PRESENTERS' INFORMATION SHEET

Dear _____,

WELCOME TO OUR SYMPOSIUM!

We are excited about having you as part of our presenter team.

Your session: _____

is scheduled in the _____.

Your session is scheduled on _____, 1992, from 1:00 pm to 4:00 pm.

1. The audiovisual equipment that you requested should be in your presentation room after lunch.
2. The tables in the rooms have been arranged in U shapes to facilitate the morning roundtable discussions. If you wish to have them re-arranged (groups, lecture style, classroom seating, etc.) please let Jim Haland at the registration table know, and the seating will be changed over the noon hour.
3. Afternoon coffee/juice and snacks will be available in the **Heritage Room** between 2:15 and 2:45 if you wish to have a break during your session.
4. Please remind the participants in your group to fill out the appropriate evaluation form for the day. These forms are designed to give us feedback on the overall Symposium organization and program. Feel free to use your own evaluation format if you wish.
5. **Expense Forms** - You will find an expense form in this package. Please be sure to fill it out and return it to me as soon as you can. This will allow us to reimburse you as quickly as possible. There is an envelope in this package that you may wish to use to return your form to me.

6. **Symposium Evaluation Forms** - Your response is very important to us. We would appreciate it if you would take a few minutes to fill out the enclosed evaluation forms. Your suggestions will be appreciated.

****If you cannot find me to return your envelope, please give it to someone at the registration desk.****

Please let us know if there is anything that you need for your **Strategy Workshop**.

We'll be glad to assist you.

Good luck and have fun.

Conference Chair



Student Assessment

"A Positive Beginning"

STRATEGY WORKSHOP PRESENTERS

EXPENSE CLAIMS FORM

NAME:

MAILING ADDRESS:

Street Address

City

Province

Postal Code

EXPENSE CLAIM FORM	
PARTICULARS	EXPENSES
Accommodation - \$50.00	
Mileage: ____ km. at \$.30	
Photocopy Costs	
Other (please specify):	
TOTAL EXPENSES	

Claimant's Signature

Chairperson's Signature

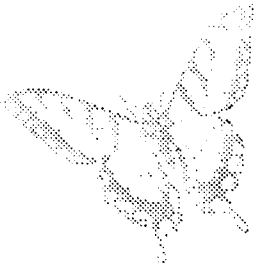
SYMPOSIUM PRESENTERS' RESPONSE SHEET

Please take a few moments to complete this evaluation sheet. Your comments and opinions are very important to us in evaluating the success of the Symposium as well as helping us plan future professional development activities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

There was ample "lead time" to prepare for the Symposium.	4	3	2	1
I had the information about the Symposium that I needed to plan my Strategy Workshop.	4	3	2	1
The room assigned to my session was adequate.	4	3	2	1
The equipment I requested was satisfactory.	4	3	2	1
The topic of the Symposium was appropriate.	4	3	2	1
My topic was appropriate within the Symposium framework.	4	3	2	1

Please add any additional comments.



Student Assessment - "A Positive Beginning"

November 12 - 14, 1992

Mrs. Joanne Stickle Conference Chair

phone: (403) 528-6706

601-1st Ave S.W. Medicine Hat, Alberta

T1A 4Y7

STRATEGY WORKSHOP

PRESENTER INFORMATION SHEET

Presenter's Name:

Title of Workshop:

Professional Information: (job placement, teaching assignment/interests, interest in assessment, etc.)

Brief Outline of Strategy Workshop:

Do you require any audio-visual equipment? Please list.

Arrival Time: _____ Date: _____ Will you need to be met at the airport? _____

PLEASE RETURN COMPLETED FORM BY TUESDAY, SEPTEMBER 22, 1992

Co-Sponsored by the Council on School Administration and Medicine Hat School District No. 76
with participation from the Southern Alberta Professional Development Consortium

APPENDIX F

Nametags and Registration Confirmation

Name	Joanne Stickle
Street	35 - 5 Street SW
City	Medicine Hat
Province	Alberta
Postal Code	
Phone	526-6140

G1	
G2	
G3	
G4	
G5	
G6	X

Thurs Banq	X
------------	---

Fri Banq	X
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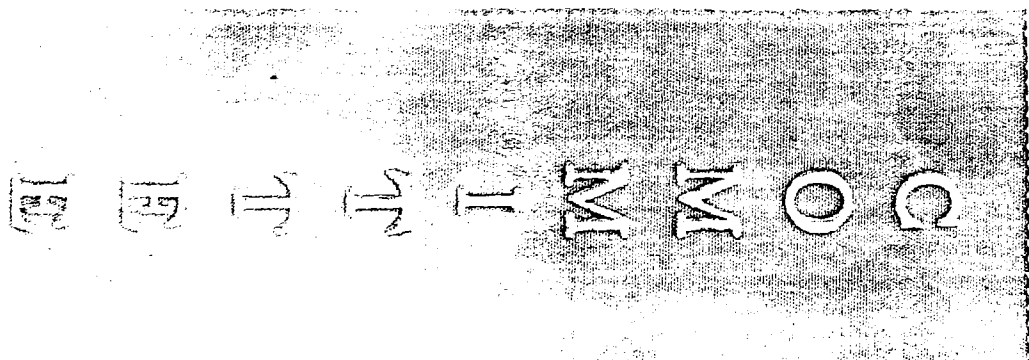
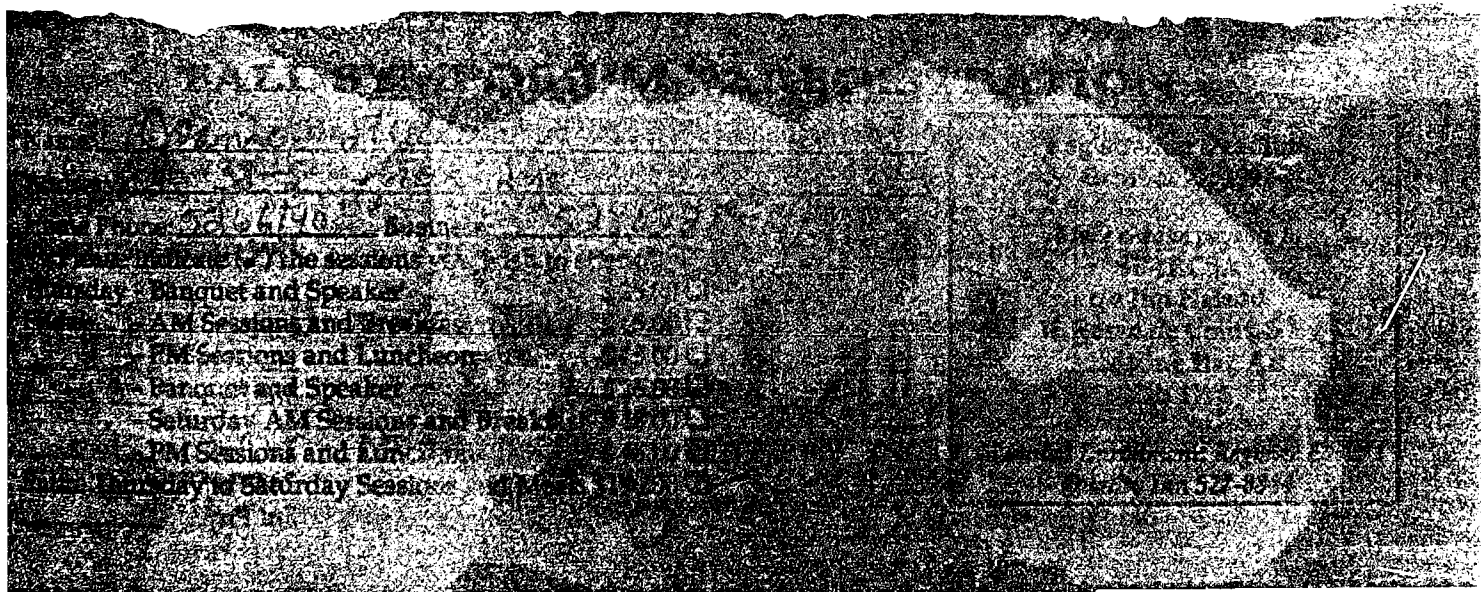
Membership	
------------	--

A1			
B1	X	C1	
B2		C2	
B3		C3	
B4		C4	X
B5		C5	
B6		C6	

D1	
D2	
D3	
D4	
D5	
D6	

A2			
E1		F1	
E2		F2	
E3		F3	
E4		F4	X
E5		F5	
E6	X	F6	

Thurs Banq \$	
Fri am \$	
Fri pm \$	
Fri Banq \$	
Sat am \$	
Sat pm \$	
Entire \$	\$190
TOTAL \$	\$190



Joanne Stickle
B1, C4, D3
E6, F4, G6

APPENDIX G

Strategy Workshop Hosts' Guidelines

STRATEGY WORKSHOP HOSTS' INFORMATION SHEET

Dear _____,

Thank you very much for agreeing to host a **Strategy Workshop**. The Strategy Workshop that you will be facilitating is one which you chose on your registration form, so I know that you will be interested in meeting the workshop presenter(s).

The **Strategy Workshop** which you will be hosting is:

This workshop is scheduled on _____ 1992, from 1:00 to 4:00 pm.

The room assigned for this session is the _____.

Here are some general guidelines:

1. Make sure that the equipment and room set-up is the way that the presenter(s) would like it to be.
2. Welcome everyone to the session and introduce the speaker(s).
3. After the session is over, thank the presenter(s) and give them the gift that you find in this package. The **thank you card** is in **your** package. **Please be sure that the thank you card is given to the presenters with the gift.**

If you have any questions, please let me know.

Thanks again.

Conference Chair

Presenter Information _____

APPENDIX H

Symposium Registrants' Update and Schedule



Student Assessment

"A Positive Beginning"

UPDATE FOR SYMPOSIUM REGISTRANTS

WELCOME TO OUR SYMPOSIUM: STUDENT ASSESSMENT - "A POSITIVE BEGINNING"

Here is some information that will be useful to you during our Symposium.

ROUNDTABLE DISCUSSION SESSIONS

It seems that whenever teachers get together for an event, they inevitably end up talking about teaching. The roundtable discussions are designed to facilitate just that - teacher talk.

In each of the roundtable sessions, one of the participants has been asked to be a facilitator for the session. Our organizing committee put together a list of guiding questions or discussion points centered around the topics. Your facilitator will begin the discussion, and perhaps "toss out" one or two of the discussion questions to the group in order to get conversation started, but it is up to you, the participants, to keep the discussions going. This is your chance to engage in that "teacher talking" that we all enjoy participating in.

As the discussions proceed, the facilitator will make note of any questions that seem to be recurring, or unanswerable by your group. These questions will then be forwarded to the **Strategy Workshop Presenters** so that they can include your concerns and questions in their afternoon sessions.

We hope you enjoy your roundtable discussions.

EVALUATION FORMS

Please find some **Symposium Evaluation Forms** in this packet. We would appreciate it if you would take the time to give us some feedback about the Symposium, and perhaps some suggestions for other symposium topics. Do not feel constrained by the questions we have asked; your comments and suggestions will be appreciated by the organizing committee.

Over Please

CANCELLED SESSIONS

You will notice on your room **assignment sheets** that sessions:

Roundtables B3, C5
Strategy Workshop D3
Roundtables E2, E3

have been **cancelled**.

Strategy Workshop G2 is combined with Strategy Workshop G4

KEYNOTE BANQUET

Please find attached two complimentary beverage tickets that can be used during either Thursday or Friday evening's Keynote Banquet.

Once again, welcome to the Symposium. We hope that you will meet many new colleagues as well as renew acquaintances.

If you have any questions, problems, or concerns, please do not hesitate to ask any of the committee members.

Thank you for choosing to participate in our Symposium.



Student Assessment

"A Positive Beginning"

Room Assignments

Thursday, November 12

5:00 pm - 8:30 pm

KEYNOTE BANQUET - Heritage Room

Friday, November 13

B Sessions - Roundtable Discussions

Sessions	B1	B2	B3	B4	B5	B6
8:30 am	Heritage Room	Alberta Room	Cancelled	Cedar Room	Centennial Room	Board Room
9:50 am						

C Sessions - Roundtable Discussions

Sessions	C1	C2	C3	C4	C5	C6
10:10 am	Centennial Room	Board Room	Cedar Room	Heritage Room	Cancelled	Alberta Room
11:30 am						

11:30 am - 1:00 pm

LUNCH - Heritage Room

D Sessions - Strategy Workshops

Sessions	D1	D2	D3	D4	D5	D6
1:00 pm	Board Room	Alberta Room	Cancelled	Heritage Room	Centennial Room	Cedar Room
4:00 pm						

9:50 am - 10:10 am & 2:15 pm - 2:45 pm - Coffee Available in the Heritage Room



Student Assessment

"A Positive Beginning"

Room Assignments

Thursday, November 12

5:00 pm - 8:30 pm

KEYNOTE BANQUET - Heritage Room

Friday, November 13

B Sessions - Roundtable Discussions

Sessions	B1	B2	B3	B4	B5	B6
8:30 am	Heritage Room	Alberta Room	Cancelled	Cedar Room	Centennial Room	Board Room
9:50 am						

C Sessions - Roundtable Discussions

Sessions	C1	C2	C3	C4	C5	C6
10:10 am room assignment	Centennial Room	Board Room	Cedar Room	Heritage Room	Cancelled	Alberta Room
11:30 am						

11:30 am - 1:00 pm

LUNCH - Heritage Room

D Sessions - Strategy Workshops

Sessions	D1	D2	D3	D4	D5	D6
1:00 pm room assignment	Board Room	Alberta Room	Cancelled	Heritage Room	Centennial Room	Cedar Room
4:00 pm						

9:50 am - 10:10 am & 2:15 pm - 2:45 pm - Coffee Available in the Heritage Room



Student Assessment

"A Positive Beginning"

Room Assignments

Friday, November 13

5:00 pm - 8:30 pm

KEYNOTE BANQUET - Heritage Room

Saturday, November 14

E Sessions - Roundtable Discussions

Sessions	E1	E2	E3	E4	E5	E6
8:30 am	Alberta Room	Cancelled	Cancelled	Cedar Room	Centennial Room	Heritage Room
9:50 am						

F Sessions - Roundtable Discussions

Sessions	F1	F2	F3	F4	F5	F6
10:10 am	Suite 201/202	Board Room	Heritage Room	Alberta Room	Centennial Room	Cedar Room
11:30 am						

11:30 am - 1:00 pm

LUNCH - Heritage Room

G Sessions - Strategy Workshops

Sessions	G1	G2	G3	G4	G5	G6
1:00 pm	Board Room	Combined with Session G4	Alberta Room	Heritage Room	Centennial Room	Cedar Room
4:00 pm	room assignment					

9:50 am - 10:10 am & 2:15 pm - 2:45 pm - Coffee Available in the Heritage Room

SYMPOSIUM PARTICIPANTS' RESPONSE SHEET

Saturday, November 14, 1992

The Symposium Organizing Committee would appreciate it if you would take a few moments to fill out this evaluation form. Your responses will help us to evaluate our conference organization and program, as well as assist us in planning future professional development activities.

	STRENGTHS	SUGGESTIONS FOR IMPROVEMENT
PROGRAM		
FACILITY		
REGISTRATION PROCESS		
SYMPOSIUM DATES AND SCHEDULES		
OTHER		

Please put your completed evaluation sheet into the various collection boxes. Thank you.



Student Assessment

"A Positive Beginning"

SYMPOSIUM PARTICIPANTS' RESPONSE SHEET Friday, November 13, 1992

The Symposium Organizing Committee would appreciate it if you would take a few moments to fill out this evaluation form. Your responses will help us to evaluate our conference organization and program, as well as assist us in planning future professional development activities.

	STRENGTHS	SUGGESTIONS FOR IMPROVEMENT
PROGRAM		
FACILITY		
REGISTRATION PROCESS		
SYMPOSIUM DATES AND SCHEDULES		
OTHER		

Please put your completed evaluation sheet into the various collection boxes. Thank you.

G2 Using the Right Measure for the Right Purpose

THIS SESSION HAS BEEN COMBINED WITH SESSION G4

G3 Conferencing and Reporting to Parents

Nancy Adams - Vice-Principal, A.E. Bowers Elementary School
Rockyview School District

Brian Adams - Language Arts Coordinator, Simon Fraser Junior High School
Calgary Public School District

G4 Choosing Instructional Strategies Which Support Alternate and Authentic Assessment

Greg Hall - Student Evaluation Branch
Alberta Education

Kim Webber - Student Assessment
Alberta Education

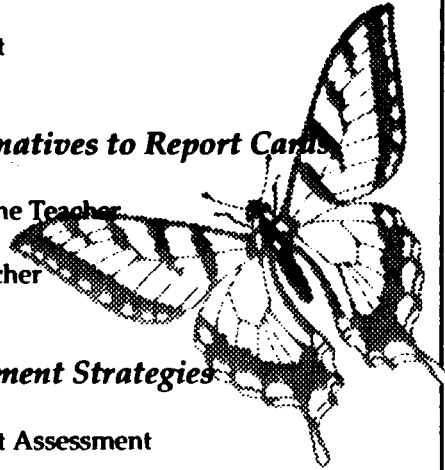
G5 Using Portfolios as Alternatives to Report Cards

Sherry Agasoster-Jones - Grade One Teacher
Foothills School Division

Margaret Rarick - Grade Four Teacher
Foothills School Division

G6 A Wide Variety of Assessment Strategies

Dale Armstrong - Director, Student Assessment
Edmonton Public Schools



Friday, November 13th, 1992

ROUNDTABLE DISCUSSIONS

8:30 am - 9:50 am B SESSIONS

B1 - Why promote or retain students?

B2 - When are standardized tests appropriate?

B3 - CANCELLED

B4 - So, what's the fuss about levels?

B5 - How do I lead where I have not gone before?

10:10 am - 11:30 am C SESSIONS

C1 - Why promote or retain students?

C2 - When are standardized tests appropriate?

C3 - Why do parents need to know if their child is better or worse than another?

C4 - So, what's the fuss about levels?

C5 - CANCELLED

C6 - How do I lead where I have not gone before?

STRATEGY WORKSHOPS

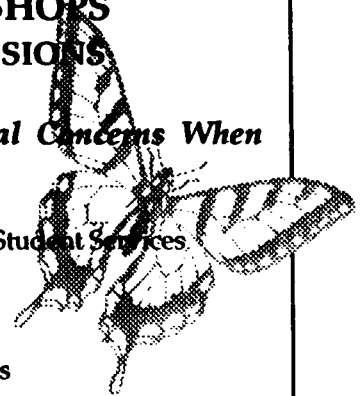
1:00 pm - 4:00 pm D SESSIONS

D1 Responding to Teacher and Parental Concerns When Retention is the Issue

Marg Mazerolle - Assistant Superintendent for Student Services
Medicine Hat School District No. 76

Valerie Keates - E.C.S./Elementary Consultant
Lethbridge Regional Office

Lorne Niven - Deputy Superintendent of Schools
Medicine Hat Catholic Board of Education



D2 Using the Right Measure for the Right Purpose

Greg Hall - Student Evaluation Branch
Alberta Education

D3 Conferencing and Reporting to Parents

CANCELLED

D4 Strategies for Restructuring Your School to Support a Levels Based Curriculum

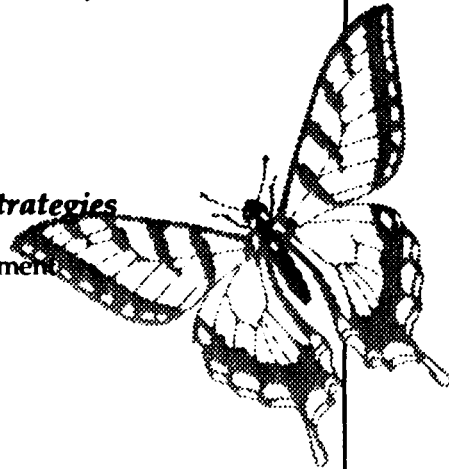
Altha Neilson - Superintendent of Schools
County of Red Deer No. 23

D5 Using Portfolios as Alternatives to Report Cards.

Barb Wallace - Supervisor of Curriculum,
Foothills School Division No. 38
Carole Parker - Teacher on Sabbatical
Foothills School Division No. 38

D6 A Wide Variety of Assessment Strategies

Dale Armstrong - Director, Student Assessment
Edmonton Public Schools



Saturday, November 14th, 1992

ROUNDTABLE DISCUSSIONS

8:30 am - 9:50 am E SESSIONS

- E1 - What does non-retention mean to me in my classroom?***
- E2 - CANCELLED***
- E3 - CANCELLED***
- E4 - So, now that we have levels, how do we know what the standards are?***
- E5 - What should a new report card look like?***
- E6 - How do I make assessment a part of my planning and teaching?***

10:10 am - 11:30 am F SESSIONS

- F1 - What does non-retention mean to me in my classroom?***
- F2 - How can I trust others to trust my judgment without a standardized test?***
- F3 - How can I find time to use more than pencil and paper tests?***
- F4 - So, now that we have levels, how do we know what the standards are?***
- F5 - What should a new report card look like?***
- F6 - How do I make assessment a part of my planning and teaching?***

STRATEGY WORKSHOPS

1:00 pm - 4:00 pm G SESSIONS

G1 Responding to Teacher and Parental Concerns When Retention is the Issue.

Kim Tsuji - Principal Raymond Elementary School
County of Warner No. 5
Kathleen MacPhail - Deputy Superintendent
Cypress School Division No. 4
Barbara Walker - Director of Junior/Senior High Education
Lethbridge Public School District N. 51

APPENDIX I

Medicine Hat News Article

New assessments wanted

JEFF WELKE
Of The News

How children are educated can depend on how teachers and administrators see them — gifted, bright, average — says Dale Armstrong.

But marks in boxes on multiple choice tests do not show how students think, adds the student assessment director for Edmonton public schools.

"Look at what the answer doesn't tell you," he told teachers and administrators in Medicine Hat, Thursday.

"We've got to become more assessment literate."

Armstrong talked to 85 people at the Quality Inn about better ways to size up students.

His speech was the start of two-day symposium called "Student Assessment, a Positive Beginning."

"The nets we are using let the most interesting fish get away," he said. "We need new nets."

Continual testing for assessment, rating the performance, explanations students give of their

'Traditionally we have compared students to each other.'

— Armstrong

own work, finding out the reasons why students make a choice — all are far more valuable in learning how to educate than multiple choice tests, he said.

Joanne Stickle, conference chairperson, said assessment traditionally has tested students to see where they fit in on a national grid, or measure their intelligence.

"We have to start using assessment to see what a child can do and plan our teaching from there," said Stickle, program services consultant for student assessment and evaluation for Medicine Hat School District No. 78.

The school district is sponsoring the symposium with the Council on School Administration and the Southern Alberta Professional Development Consortium.

Workshops and discussions will be held over the next two days with 170 Medicine Hat and area teachers and administrators discussing more effective ways of assessing students.

The symposium is designed to find better ways to discover what students have learned, achieved and are capable of, said Stickle.

More communication, more ways to find out how the student came to the answer are needed, said Armstrong.

"Many outcomes can't be found out with a paper and pencil test."

However, paper and pencil tests are still used to measure standards — standards used to show nearly one-third of Alberta's Grade 12 students failed the Math 30 departmental exam.

Armstrong explained that with the cost of education, estimated at \$27 million each day in Al-

berta, mechanically scored tests are still the most economical.

Armstrong is considered one of Western Canada's leading voices on changing student assessment. He was a science teacher and school principal and completed graduate studies at the University of Oregon pursuing the area of student assessment.

"What has happened is we have assessed what is easy, not what is valuable," he said.

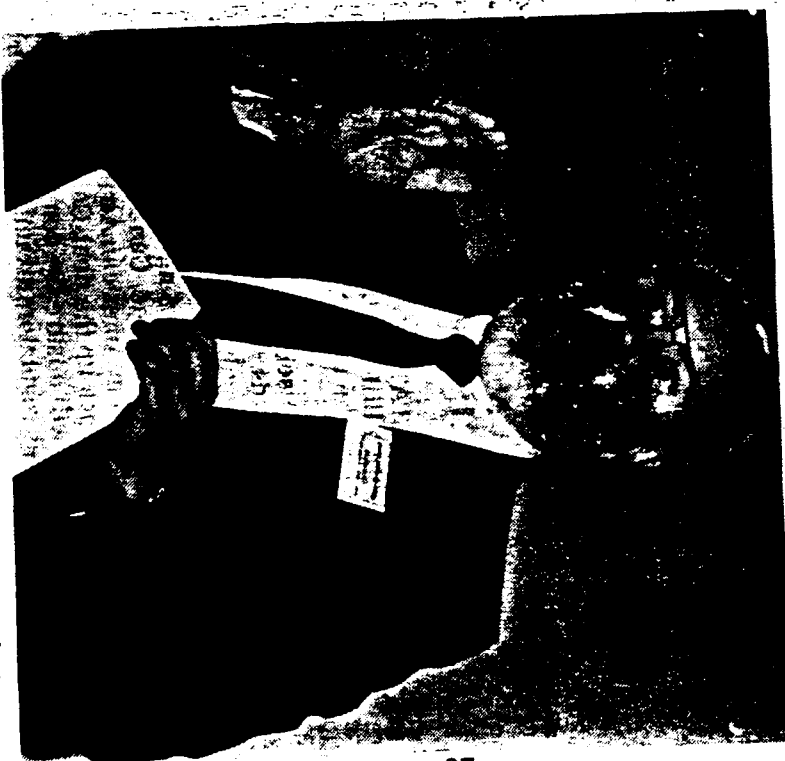
"We have numbered scores but have no idea what they mean."

Teachers can be leaders, he said, by using different ways of assessing students and by picking up on new methods in use.

Videotaped examples were shown of a student explaining a physics project and what he learned, of teachers working more closely with students and talking about their behavior.

"Traditionally we have compared students to each other," he said, "We need to start asking 'what does good quality work look like?'"

TEACHERS LEARNING — Dale Armstrong, director of student assessment for Edmonton Public Schools, spoke to teachers and administrators Thursday about the importance of moving away from traditional ways students are evaluated.
— News photo Shaughn Butte



Medicine Hat News, Friday, November 13, 1992 - A3

APPENDIX J

Final Budget Reports

**SEARCSA FALL CONFERENCE
FINANCIAL STATEMENT
1992**

INCOME

GST	1347.00
CSA MEMBERSHIP	40.00
CONFERENCE FEES	<u>19,243.00</u>

TOTAL INCOME	20,630.00
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DISBURSEMENTS

MEETINGS	582.23
SPEAKERS	3463.69
CSA MEMBERSHIP	40.00
POSTAGE	214.67
ADVERTISING	473.58
MEALS AND ROOMS	<u>6349.62</u>

TOTAL DISBURSEMENTS	<u>11,123.79</u>
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NET INCOME	9,506.21
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Final Program Budget Report

Speakers		3,483.69
Travel costs	1,632.30	
Accommodation	514.64	
Photocopy costs	56.75	
Honorarium	1,000.00	
Release time	225.00	
Other	55.00	
Gifts		613.66
Portfolios/pens	533.66	
Gift certificates	80.00	
Substitute time		56.00
J. Stickle	56.00	
Other Expenses		72.52
Gift wrap	9.98	
Envelopes	17.00	
Ribbons	3.21	
Photocopying	42.33	
Total Cost		4225.87