Who am I?

I'm Désirée Pointer Mace.
Mama, wife, teacher, professor of education at Alverno College, invited professor at Universidad Católica Argentina/ UCA.

Charter school connections: member of the City of Milwaukee Charter School Review Committee, parent of child and alum of a charter school, spouse of a charter school principal.

History of Alverno

Founded by the School Sisters of St. Francis in the 19th century

Ability-based system developed in 1973

75%+ first generation, 80% Pell-eligible, Hispanic-Serving Institution (HSI) since 2017

Continues to grow and change and develop each year (including, later this year, an Ed.D. in Educational Leadership!)

What is a person well prepared for life able to do?

ALVERNO COLLEGE

8 abilities for life

Alverno's legacy: Woodlands School
www.woodlands-school.org

Began as Alverno's lab school 80+ years ago; public non-instrumentality charter

Two K-8 schools

Multiage classrooms

Alverno's legacy: Carmen Schools
https://www.carmenschools.org/

Uses same 8 abilities as Alverno; district charter network

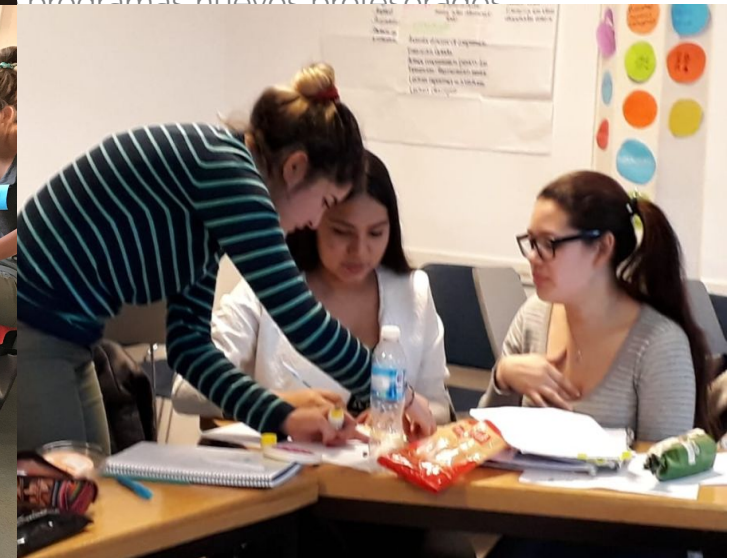3 high schools, two middle schools

Community internships

Alverno's legacy: UCA

Implementing ability framework only in teacher education

Socioeconomic inclusion model

Benefits of Assessing Abilities

"While all college students these days are more grown up and professionally equipped than in years past, there's a difference" between the Alverno students and students from other colleges, said Kozina, who has gone on to hire two of the interns for her Milwaukee office and would have hired all of them had there been job positions available. The Alverno women "have a professional poise" that is noticeable, she said, and enables them to jump right in during staff meetings. "There's a sense of self, and they're able to think well on their feet," Kozina said.

http://www.highereducation.org/crosstalk/ct0401/news0401-emphasislearning.shtml
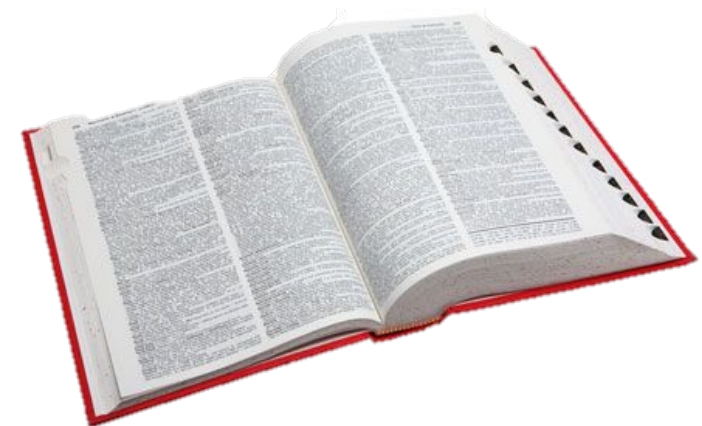
Defining self assessment

"Self assessment is the capacity of a student to <u>observe</u>, <u>analyze,</u> and <u>judge</u> her performance based on criteria, and <u>plan</u> how to improve it."

Loacker, G. (2004). Autoevaluación a la Universidad Alverno.
Alverno College Publications.

Assessing Communication: Speaking

Every undergraduate student delivers a 5-minute speech on a topic of her choice in her first week at Alverno, which is recorded on video. She then self assesses the video and receives feedback from faculty using criteria for communication.

Criteria for Assessing Communication: Speaking

Alverno College   Communication Ability Department

CRITERIA FOR EFFECTIVE SPEAKING

In a given speech, the student should show the following abilities to the level indicated:
Preliminary: Follows directions: yes ____ no ____

1. **Connects with audience through SPEAKING ON ONE'S FEET**
   L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
   L2 Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
   L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
   L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

2. **Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, focus, purpose and sources of thinking)**
   L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
   L2 Throughout the presentation, provides and maintains a sense of focus and purpose
   L3 Takes responsibility for own ideas and distinguishes them from those of others
   L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

3. **Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)**
   L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
   L2 Uses language that shows general awareness of appropriate style/tone and varied word choice — avoiding vague, empty, and condescending expression
   L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
   L4 Uses language that reflects a *refined* awareness of the audience

4. **Connects with audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)**
   L1 Speaks with adequate voice volume, projection and articulation; some eye contact and audience awareness
   L2 Speaks with effective voice volume, projection and articulation; consistent eye contact and meaningful use of gestures/body language; projects interest in topic and audience
   L3 Consistently demonstrates all elements of effective delivery in speaking
   L4 Speaks with a refined repertory of effective delivery techniques

5. **Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, sentence structure, citing and documenting sources)**
   L1 Generally follows appropriate conventions
   L2 Consistently follows appropriate conventions
   L3 Applies appropriate conventions to the expression of complex relationships
   L4 Shows a refined sense of appropriate conventions

6. **Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)**
   L1 Presents a message with recognizable introduction, development, and conclusion
   L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
   L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
   L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

7. **Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**
   L1 Shows ability to use examples and/or evidence meaningful to audience
   L2 Supports most generalizations with examples and/or evidence meaningful to audience
   L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
   L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

8. **Connects with audience through CREATION and USE OF MULTI-MEDIA**
   L1 Incorporates multi-media that is understandable and appropriate to topic and audience
   L2 Purposefully creates and effectively uses multi-media to enhance presentation
   L3 Smoothly incorporates high-quality and diverse multi-media whose messages reflect the core concepts of a presentation
   L4 Incorporates professional-quality multi-media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/theories

9. **Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (in the context of a course, discipline, or area of study)**
   L1 Articulates accurate representation of ideas
   L2 Demonstrates appropriate application of designated or selected ideas
   L3 Identifies key elements that indicate understanding of frameworks/theories
   L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

10. **SELF ASSESSMENT**
    L1 Shows awareness of a few strengths and weaknesses in a presentation, based on College criteria
    L2 Shows some understanding of development in speaking ability, based on College criteria
    L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
    L4 Shows a refined sense of strengths and weaknesses in all criteria areas

Criteria for Assessing Communication: Speaking

In a given speech, the student should show the following abilities to the level indicated:
<u>Preliminary</u>: Follows directions: yes <u>___</u>   no <u>___</u>

1.   **Connects with audience through <u>SPEAKING ON ONE'S FEET</u>**

   L1   Speaks to an audience for at least a minute with little reliance on scripted or memorized input

   L2   Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input

   L3   Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input

   L4   Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

Criteria for Assessing Communication: Speaking

2. Connects with audience through <u>ESTABLISHING AND MAINTAINING CONTEXT</u> (clarifying, in a manner appropriate to a specified audience, focus, purpose and sources of thinking)

L1   Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)

L2   Throughout the presentation, provides and maintains a sense of focus and purpose

L3   Takes responsibility for own ideas and distinguishes them from those of others

L4   Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

Criteria for Assessing Communication: Speaking

3. Connects with audience through <u>VERBAL EXPRESSION</u> (word choice/style/tone— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

L1   Uses language that shows some awareness of appropriate style/tone and varied word choice

L2   Uses language that shows general awareness of appropriate style/tone and varied word choice— avoiding vague, empty, and condescending expression

L3   Uses language that shows consistent awareness of appropriate style/tone and varied word choice

L4   Uses language that reflects a *refined* awareness of the audience

Criteria for Assessing Communication: Speaking

4. Connects with audience through <u>EFFECTIVE DELIVERY</u> (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

L1   Speaks with adequate voice volume, projection and articulation; some eye contact and audience awareness

L2   Speaks with effective voice volume, projection and articulation; consistent eye contact and meaningful use of gestures/body language; projects interest in topic and audience

L3   Consistently demonstrates all elements of effective delivery in speaking

L4   Speaks with a refined repertory of effective delivery techniques

Criteria for Assessing Communication: Speaking

5. Connects with audience through use of <u>APPROPRIATE CONVENTIONS</u> (usage, pronunciation, sentence structure, citing and documenting sources)

L1   Generally follows appropriate conventions

L2   Consistently follows appropriate conventions

L3   Applies appropriate conventions to the expression of complex relationships

L4   Shows a refined sense of appropriate conventions

Criteria for Assessing Communication: Speaking

6. Connects with audience through <u>PURPOSEFUL STRUCTURE</u> (sense of introduction/ development/conclusion; focusing by main point made; major/minor connections)

L1   Presents a message with recognizable introduction, development, and conclusion

L2   Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development

L3   Without digression from the focus of the speech, consistently articulates relationships between points of development

L4   Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

Criteria for Assessing Communication: Speaking

7. Connects with audience through <u>SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA</u>

L1   Shows ability to use examples and/or evidence meaningful to audience

L2   Supports most generalizations with examples and/or evidence meaningful to audience

L3   Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence

L4   Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

Criteria for Assessing Communication: Speaking

8. **Connects with audience through <u>CREATION and USE OF MULTI-MEDIA</u>**

    L1   Incorporates multi-media that is understandable and appropriate to topic and audience

    L2   Purposefully creates and effectively uses multi-media to enhance presentation

    L3   Smoothly incorporates high-quality and diverse multi-media whose messages reflect the core concepts of a presentation

    L4   Incorporates professional-quality multi-media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/ theories

Criteria for Assessing Communication: Speaking

9. **Connects with audience through <u>ORIGINAL AND APPROPRIATE CONTENT</u> (in the context of a course, discipline, or area of study)**

L1   Articulates accurate representation of ideas

L2   Demonstrates appropriate application of designated or selected ideas

L3   Identifies key elements that indicate understanding of frameworks/theories

L4   Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

Criteria for Assessing Communication: Speaking

10. <u>**SELF ASSESSMENT**</u>

L1   Shows awareness of a few strengths and weaknesses in a presentation, based on College criteria

L2   Shows some understanding of development in speaking ability, based on College criteria

L3   Articulates, providing evidence, a realistic sense of performance in all criteria areas

L4   Shows a refined sense of strengths and weaknesses in all criteria areas

Social Interaction

Criteria for Assessing Social Interaction

SOCIAL INTERACTION ABILITY

Level 1

I. **Ability**

Recognizes analytical frameworks as an avenue to becoming aware of own behaviors in interactions with diverse others and to participating fully in those interactions.

II. **Meaning**

A. **Analytic frameworks**: Students are introduced to the first of five Social Interaction analytical frameworks related to decision-making and task accomplishment in groups, specifically the *Reaching Decisions and Completing Tasks* framework. Students also learn to recognize some of the myriad categories by which differences between people are constructed, and the force that these differences may or may not have on people's lives. They become aware of at least some categories based on cultural distinctions and some based on power differentials.

B. **Self-awareness**: Students begin to recognize that their own positions with respect to these frameworks may carry implications for their understanding of and interaction with the world. With regard to the *Reaching Decisions and Completing Tasks* framework, they recognize their behavior in a group situation as demonstrating specific types of interaction skills. With regard to the categories of differences, they are able to identify their own attitudes, beliefs, and emotions that are triggered in interaction situations.

C. **Willingness to engage**: Students begin to participate in interactions by listening to another person and being able to recount accurately what the other person has expressed.

III. **Relationship to Other Levels**

At level 1, students become aware of their own behavior in a sample group interaction, identifying specific behaviors and their impact on the group discussion. They are also introduced to the first of five analytical frameworks of interaction, the *Reaching Decisions and Completing Tasks* framework. Students use a set of cultural categories as a framework for understanding interaction.

IV. **General Criteria for Student Achievement**
   A. Participating in a simulated task group interaction, students
      1) Provide sufficient demonstration of behavior to enable an observer to perceive their contribution to the group.

Criteria for Assessing Social Interaction

Meaning

A. **Analytic frameworks**: Students are introduced to the first of five Social Interaction analytical frameworks related to decision-making and task accomplishment in groups, specifically the *Reaching Decisions and Completing Tasks* framework. Students also learn to recognize some of the myriad categories by which differences between people are constructed, and the force that these differences may or may not have on people's lives. They become aware of at least some categories based on cultural distinctions and some based on power differentials.

B. **Self-awareness**: Students begin to recognize that their own positions with respect to these frameworks may carry implications for their understanding of and interaction with the world. With regard to the *Reaching Decisions and Completing Tasks* framework, they recognize their behavior in a group situation as demonstrating specific types of interaction skills. With regard to the categories of differences, they are able to identify their own attitudes, beliefs, and emotions that are triggered in interaction situations.

C. **Willingness to engage**: Students begin to participate in interactions by listening to another person and being able to recount accurately what the other person has expressed.

Criteria for Assessing Social Interaction

AC-151 Initial Social Interaction Assessment (0 credits)

The student is introduced to the Task-Oriented Model in class and participates in a simulation of recommending a candidate for directorship of a governmental agency. This assessment identifies a baseline for the student in social interaction and aids her in setting immediate, specific goals based on where she is. After self-assessment and peer assessment, she participates in one-on-one feedback with an assessor. Success in the assessment is based on the student's ability to view her performance accurately, demonstrated by reaching consensus with the assessor.

Criteria for Assessing Social Interaction

AC-151 Initial Social Interaction Assessment (0 credits)

The student is introduced to the Task-Oriented Model in class and participates in a simulation of recommending a candidate for directorship of a governmental agency. This assessment identifies a baseline for the student in social interaction and aids her in setting immediate, specific goals based on where she is. After self-assessment and peer assessment, she participates in one-on-one feedback with an assessor. Success in the assessment is based on the student's ability to view her performance accurately, demonstrated by reaching consensus with the assessor.

V. **Assessment Process**

In Weekday College, the first assessment is administered by the Assessment Center.

To demonstrate the ability to identify specific behaviors and their impact on the group discussion, students are given an instrument consisting of:

1) A description of a task-oriented group situation
2) A pre-questionnaire in which students clarify own goals in relation to the group goal
3) A post-questionnaire in which students evaluate the achievement of these goals and other aspects of own social interaction
4) A post-questionnaire in which student rate the social interaction of each of the peers
5) A form to guide the student's interaction with an assessor about the student's own, its impact on the group, and goals for future development
6) A form for reflection on the interaction and on own goals for future development

This instrument provides students with an opportunity to demonstrate understanding of analytic frameworks, self-awareness, and willingness to engage within a cultural context.

In order to evaluate a student's performance at this level of ability, a team of assessors—including off-campus professional people—observes the student with five other students in a simulated group discussion (25-30 min). The assessors evaluate the students by recording evidence of Social Interaction behaviors. After reaching consensus on each student's behavior and identifying evidence from the student's performance, the assessors give one-to-one feedback to the students.

In interpreting available data with the student, the assessor helps the student reach an understanding of her/his behavior in the situation. Finally, the student writes a brief description reflecting on her/his performance and on the goals the student has set. Then

Assessment

as • sess (ə ses') v.t.
[late ME < ML L
assess (us) ptp. of
*assidere (ad +
sedere)]*
to sit down beside

Feedback *IS* teaching!

Feedback rubrics

	Extensive Evidence/ Distinctive (4 pts)	Sufficient Evidence/ Proficient (3 pts)	Minimal Evidence/ Emerging (2 pts)	Missing or No Evidence/ Inadequate (0 pt)
Task selection and overall quality (1.000, 25%)	CM has selected and completed MORE than the required number of tasks for the weekly portfolio, and the work as a whole reflects a high level of clarity, communicative quality, and creativity.	CM has selected the required number of tasks for the week and has completed them with clarity, meeting criteria for professional communication.	CM has not completed the required number of tasks, or the tasks selected do not meet criteria for professional communication.	Tasks are missing, incomplete, or incoherent.
Engaged connections between task and classroom practice (1.000, 25%)	High degree of thoughtfulness about and engagement with the tasks is evident throughout the portfolio, making high quality connections to classroom practice.	Demonstrates clear engagement with the tasks, making consistent connections to the classroom.	Tasks do not reflect deep engagement, or connections to classroom practice are unclear or incomplete.	No evidence of engagement with the task, or connections to teaching practice are missing.
Alignment with relevant resources (1.000, 25%)	Makes clear, detailed, and substantive connections to the resources for the tasks (e.g. article, podcast, video). Creates connections between resources for multiple tasks.	Makes consistent connections to resources for each chosen task.	Makes inconsistent connections to resources or so briefly that the alignment is unclear.	Anecdotal connections to practice without mention of connection to resources for tasks.
Reflection and Goals (1.000, 25%)	Reflection on selected tasks and articulation of goals are specific, ambitious, attainable, and inspiring.	Reflection and goals provide evidence of CM ability to improve as a practitioner.	Reflection and goals are unclear, imprecise, overly broad, or difficult to measure.	Reflection and goals are missing, or too brief to be able to connect to professional improvement.

What this model looks like in elementary/middle and high school charter settings

Alverno's legacy: Woodlands School
www.woodlands-school.org

Student-led portfolio conferences

Character education

Alverno's legacy: Carmen Schools
https://www.carmenschools.org/

Mock interviews with community members as assessors