

Chat Transcript

Getting There Together: Assessing Student Learning

LibraryLinkNJ Webinar with Buffy Hamilton

February 24, 2011

Arlen Kimmelman:clap clap clap

Heather:yay!

Sophie Brookover:that would be wonderful!

Carol Mangione:hello

Sophie Brookover:Hi, Carol! Welcome!

Sophie Brookover:Don't be shy folks! Please do vote.

Amy King:It won't let me "send" the vote.

Kay Baggs:Me too!

Sophie Brookover:How odd. You should be able to just click your choice.

Sophie Brookover:Let me close it & reopen.

Amy King:Clicked but the window wont close.

Kay Baggs:Okay, then I guess it's in.

Jessica Adler:There is no "send" - you should just be able to click on a choice

Sophie Brookover:Reopening it seems to have fixed it.

Sophie Brookover:FOLKS: if you have a question, please preface it with the word QUESTION in all caps. That'll make it easier for Buffy to scan & find your queries.

Janice Utsch:Since students don't get a grade from us, they don't feel it necessary to retain the information we teach them

Heather:If we are to be considered part of the teaching staff, I think we need to be part of assessment

Nancy Meglio:I have the same problem; not giving grades

Kay Baggs:Yes, Janice, that's true!

Arlen Kimmelman:I think teaching in context helps, but the students then don't translate the skill to other tasks

wendy whipple:When I worked in a middle school, I helped to assess research papers, have not done so in h.s. but I am sure if I offered to help assess here in the h.s. I would be welcomed to do so

Heather:Some of the assessment can be formative, not graded.

Janice Utsch:We sometimes have a problem making the TEACHERS see us as teachers!

Marci Zane:Good point, Janice.

Heather:So true, Janice.

Nancy Meglio:The only time students seem to want to do the work is if it is assigned by the classroom teacher, perhaps a research paper, but if the lesson is generated by just the librarian (me) then that is where I have a problem.

wendy whipple:I think student self assessment is a critical part we can incorporate with teachers help.

Patricia Gordon:sometimes teachers don't have the skills we teach

Lindsey Perry:The second statement makes me think that if this is the case then we need to change how we teach the lesson

Arlen Kimmelman:QUESTION: what does the bottom of that quote say?

Sophie Brookover:For those of you tweeting this webinar: 1) Thank you! and 2) the #, created by Amy King, is #Inj_Buffy.

Meg:Lots of great tools out there so that portfolios can be shared with teacher, librarian and student.

Cathy Stutzman:I think it helps change the students' view of librarians; they are team teachers in the classroom.

Heather:The reason I love doing things like this collaboratively is having someone else to help you determine whether an assessment measures what you think it does.

Arlen Kimmelman:QUESTION: what does the bottom of that slide say, pls.?

Marci Zane:@Cathy Stutzman, I feel that the students are more engaged when the librarian and teacher are working together, teaching together, rather than the librarian just presenting

wendy whipple:If you have Empowering Learners, see pg 27 for this info if you can't read slide

Heather:Yup, yup!

Arlen Kimmelman:TY Wendy

Meg:It changes what we as teachers do as well; we can see research/learning as on-going process, not just "let's do the requisite research paper!"

Cathy Stutzman:@Marci Zane - Yup! I think having a model of collaboration is really important for students. Teachers and teacher-librarians working together provides that.

Sophie Brookover:Cathy & Marci -- yes, exactly!

Arlen Kimmelman:If you ever get a chance to hear Allison Zmuda talk about "bad business," take the opportunity! It's motivating!

Arlen Kimmelman:Zmuda's been at NJASL - keep visiting us Buffy :o)

wendy whipple:This model of cooperation is an effective model to demonstrate to our students the way in which they will be doing their "work" in the future, either in person or remotely

Heather:Our school is trying to move toward quality versus quantity in the curriculum. This offers more opportunity for extended inquiry and more opportunities for our expertise. We poke our noses in everywhere!

Heather:Opps...quality versus quantity.

Marci Zane:And sometimes our noses get "punched"

Marci Zane:hehe

Heather:Cathy and I are using learning plans both formatively and summatively to guide student learning. We stole the idea from Meg!

Heather:Students write their own goals and learning activities.

Meg:And design their own assessments and benchmarks.

Arlen Kimmelman:I used to have students create their own rubrics as an English teacher; it would be great and FUN to do as a librarians!

Sophie Brookover:I noticed at my HS that students could be harder/devise more challenging expectations than I would have thought of.

Marci Zane:so true, Sophie. I had the same experience when teaching English.

Arlen Kimmelman:ditto

Heather:double ditto

Cathy Stutzman:Yes, and I think if given a lot of freedom, kids want to explore new avenues or mediums for assessment.

Arlen Kimmelman:Video tickets out-the-door would be fun - FLIP camera their responses!

Arlen Kimmelman:*blush* TY

Sophie Brookover:Great idea!

Sophie Brookover:at my former school, many teachers used NoodleTools for formative assessments in the independent reading process.

Cathy Stutzman:I love Google Docs to have students reflect on learning and then share it with me. It creates a nice opportunity for recorded dialogue.

Sophie Brookover:They would ask students to create a citation of the title they read

Cathy Stutzman:A little bit of both.

Sophie Brookover:then have them create a notecard for each section of the book (beginning, middle, end)

Marci Zane:I've been providing feedback to students who are blogging the information search process for a human geography action research project

Meg:My students blog about their learning experiences--what they're questioning and what they're trying to answer.

Cathy Stutzman:I like the comments, but we found that they don't stick in the history if a student deletes them.

Heather:The Google docs are nice b/c we can both easily collaborate with students asynchronously. We also use them during our conferences with them.

Marci Zane:being able to communicate with students via blogs allows me to "see" their thinking at each stage and allows me to be a part of the research process in ways that our current schedule won't always allow

Heather:Emily also used blogs for students to document their learning during an archive research project. She's too shy to jump in and will be glaring at me soon.

Cathy Stutzman:Thanks!

Meg:googledocs is also great because the convos are totally private; they don't have to worry about being judged. they can think of something at 8 at night and I give feedback when i come in in the morning

Marci Zane:Buffy, I've found that the blogging conversations have increased face-to-face conversations and questions

Meg:Blogs are a great way to get feedback from people outside of school as well--we aren't the only ppl with info.

Marci Zane:Good point, Meg!

Sophie Brookover:QUESTION (for everyone): What blogging platform(s) are you all using?

Cathy Stutzman:Blogs are also a great way for their classmates to comment and provide feedback.

Martha Hickson:Formative assessment: This week I've been working with freshmen on identifying primary and secondary sources. I give them a checklist of primary/secondary evaluation criteria. After students find a source for their topic, they analyze it to determine primary/secondary and defend their choice with criteria from checklist. When ready to respond they "flag" their computers with a post-it note, indicating they are ready for a mini-conference with me. I can confirm their choice with a star on their worksheet or coach them to reconsider.

These students were researching events in WWII history, and their goal was to become a 5-star general by successfully identifying 5 sources.

Nancy Meglio:I work in a PRK - 5 school as a library/media specialist. Do you think that fifth graders can use Google Docs?

Marci Zane:And it helps us build relationships with students when our "contact" with them is sometimes minimal

Emily:Wordpress- which doesn't have advertisements and netvibes as a news feed

Amy King:@Sophie These are my 2nd grader's blogs. We collaborate with the tech teacher.<http://kidblog.org/Allens1stGraders/>

Sophie Brookover:Wonderful -- thanks, Amy!

Pam Gunter:I have just started using Edmodo to converse with my third graders.

Nancy Meglio:Thanks

Sophie Brookover:Pam, can you talk a bit about Edmodo?

Sophie Brookover:For those who aren't familiar. :-)

wendy whipple:you dont need to send results, vote counted appears in gray box at bottom

Pam Gunter:Edmodo is an educational chat forum. Students are registered as a class and can only chat with the teacher or class as a whole. The teacher can chat with individuals or the group. There is a poll feature and a library where documents and websites can be saved for student use.

Heather:I think this is really difficult for content-drenched subject areas who are used to being the experts.

Marci Zane:@Heather, very true. And for courses assessed by standardized tests. so content heavy!

Heather:@Marci Zane, you said it, sister!

Heather:We're trying to use the learning plans to allow students to identify their own learning targets and assessments.

Arlen Kimmelman:QUESTION: to whom are you all relaying your assessments?

Nancy Meglio:Re: learning plans. Does this means you ask students to identify what they need to learn?

Martha Hickson:Classroom teacher and my supervisor

Meg:@Nancy, my students id their own standards and essential questions. Then they devise learning activities and assessments.

Nancy Meglio:Thanks. What grade level?

Heather:Collaboratively with Cathy (and soon to be Meg). We sometimes split providing feedback and sometimes both comment on them. Does that answer your question?

Sophie Brookover:@nancy took the words right out of my mouth! :-)

Meg:Juniors and seniors.

Cathy Stutzman:@Nancy we're high school English

Nancy Meglio:Thanks

Heather:I often try to sneak exit slips into other classes that I don't work with as closely. Most teachers are amenable to that.

Cathy Stutzman:The students are also designing the rubric for the artifacts of their learning.

Carol Mangione:does anyone use this in elementary 1-6?

Heather:Yes, totally. This is the first time I've worked with a teacher on a project like this. Marci has done several inquiry projects with teachers in a variety of disciplines.

Heather:Opps...not yes to the elementary. Small children in large groups freak me out.

Carol Mangione:thaanks

Cathy Stutzman:We started by going over the information search process and talking about what makes good questions. All of their learning activities and reflections need to connect back to their essential questions.

Cathy Stutzman:My blog is cstutzlearn.edublogs.org and my twitter handle is @Stutz01

Buffy Hamilton:<http://theunquietlibrarian.wikispaces.com/assessment>

Cathy Stutzman:No problem!

Sophie Brookover:If anyone else would like to share URLs to their or their students' work, please post them here!

Meg:http://www.netvibes.com/mdonhauser#British_Literature

Sophie Brookover:If you have a twitter handle you'd like to share, to continue networking & sharing ideas & practices you're using, please share that here, too.

Meg:@MegDonhauser

Heather:I'm @hhersey03!

Martha Hickson:@sassy_librarian

Sophie Brookover:I'm @sophiebiblio

Amy King:I'm @amylovesbooks

Arlen Kimmelman:how do you all have TIME to tweet and blog and

Sophie Brookover:@Arlen, tweeting is not time consuming. Well, it doesn't HAVE to be. :-) We are having a webinar on Twitter & FB for libraries in April -- keep an eye out for information on that SOON!

Arlen Kimmelman:TY Sophie

Sophie Brookover:You can also set up a username on twitter and follow people but not tweet much, yourself. It's so valuable for cross-pollination of ideas and trend-following in our profession and many others. Hope this helps!

Janice Utsch 2:I'm just a twitter follower so far.... @lettsread

Marci Zane:Here are my students blogs for the human geography project. They would love feedback! http://www.netvibes.com/aphug#Research_Blogs_10-11

Marci Zane:@marcizane

Heather:Sounds great!

Sophie Brookover:Looking for the link to the wiki page?

<http://theunquietlibrarian.wikispaces.com/assessment>

Heather:Awwwww!

Martha Hickson:Highly recommend: Understanding by design professional development workbook by McTighe (2004)

Pam Gunter:Thank you all...very motivating! I have to leave for another commitment.

Sophie Brookover:Thanks for coming, Pam!

Nancy Meglio:Does that UBD help you plan library lesson plans?

Nancy Meglio:Sorry, I mean to write UBD workbook..

Martha Hickson:Nancy: Yes, I use the tools in that workbook to design my lessons all the time

Arlen Kimmelman:Thank you Buffy & Sophie!

Nancy Meglio:Thank you. Will look into purchasing it.

Sophie Brookover:Thank you, Arlen!

Martha Hickson:Observation checklist. I

Sophie Brookover:Great contributions!

Amy King:Gotta Go. Thanks so much! Bye Buffy! Another great presentation.

Nancy Meglio:Thank you. Great webinar. Good "food for thought."

Marci Zane:Another great book is the Guided Inquiry: Learning in the 21st Century by Carol C. Kuhlthau, Leslie K. Maniotes, Ann K. Caspari

Marci Zane:I've found so many great ideas and resources in that text

Martha Hickson:m very eager to use that idea to "formalize" the mental notes I tend to make during lessons and conversations with kids. I'll probably start using that as early as next week with sophomore Social Studies students who will be coming in for research and instruction on citations and web evaluation.

Nancy Meglio:Signing off.

Martha Hickson:My message got truncated ... was talking about observation checklists.

Sophie Brookover:Folks, please stick around for the next few mins if you can -- I have an evaluation form to send out to you all. It'll take 2 mins of your time to complete, and will help us plan future webinars.

Kay Baggs:Thanks SO much! Really great stuff! I have use for this right away Next week I have classes coming in that I will use many of the ideas I've seen here! THanks again!

Cathy Stutzman:Thank you!!!

Janice Utsch 2:thank you SOO many great ideas and inspiration!

Debra Gottsleben:Thank you so much Buffy! Great information as always! Arrived late, sorry! Was helping a student and couldn't get away!

Heather:yay...clapping...really I am going to clap

Cathy Stutzman:She's really clapping.

Meg:So great! Thanks!

Buffy Hamilton:What a fabulous class!!!

Buffy Hamilton:Like I said earlier, NJ librarians ROCK

Marci Zane:Thank you, Buffy. Thank you, everyone!

Martha Hickson:Inspiring as always, Buffy. I am awestruck by all you do ... and your ability to communicate it so effectively. We never see you sweat!

Buffy Hamilton:Thank you all for contributing to this fantastic conversation!

Buffy Hamilton:Martha, you are so sweet! Thank you--getting to interact with sage librarians like all of you helps me grow and learn.

Buffy Hamilton:Thank you all for your time!

Kay Baggs:Thanks Sophie!! You're a great host!

Heather:Thanks, Buffy, Sophie, and everyone! it was awesome!

Buffy Hamilton:Sophie is AWESOME!

Buffy Hamilton:@buffyjhamilton

Buffy Hamilton:if you want to Tweet

Buffy Hamilton:oooh, what a cool session!

Buffy Hamilton:NJ leads the way

Buffy Hamilton:and succeed

Buffy Hamilton:Ahh!

Buffy Hamilton:Yes!

Heather:I love free, engaging professional development!

Buffy Hamilton::-)

Debra Gottsleben:Thank you!

Buffy Hamilton:Love my NJ friends

Patricia Gordon:I never got certificate for Dec webinar Sophie

Debra Gottsleben:@buffy we love you!

Sophie Brookover:Patricia, shoot me an e-mail reminder, please! I'll get that out to you on Monday. I will be out of the office all day tomorrow.

Buffy Hamilton:and I love you all! I hope I can come back to NJ for the fall conference and learn from all of you again.

Patricia Gordon:ok

Sophie Brookover:We would love that!

Heather:I hope so, too...please come back to Jersey!

Debra Gottsleben:I already have Fall Conf. on my calendar!

Buffy Hamilton:When is it this year?

Heather:Bye, peeps!

Debra Gottsleben:should read already

Debra Gottsleben:First weekend in Dec.

Buffy Hamilton:OOOH! I think that would work

Debra Gottsleben:yippee! Sure hope so!

Buffy Hamilton:Email me the details when you can

Debra Gottsleben:will do!

Debra Gottsleben:Bye! I'm off to a championship hs ice hockey game!

Sophie Brookover:Okay, have fun!

Sophie Brookover:Thanks, everyone! I'm going to shut the room down in a moment.

Sophie Brookover:Thanks for coming!

Buffy Hamilton:Have a good night all!

Sophie Brookover:Good night & drive safely, everyone