



Online Assessment Planning Tool PROFESSIONAL DEVELOPMENT WORKSHEET

This worksheet is one of a set of resources addressing eight key elements of online assessment readiness. The worksheets are designed to assist districts and schools in planning actions steps that will move them from their current stage of readiness to their next targeted level of preparation and practice.

- Planning and Leadership
- Communications
- Assessment Practices
- Instructional Practices
- Professional Development
- Technology Infrastructure
- Systems Integration
- Logistics

Systems Integration		Assessment		Adaptation		Transformation	
		Just Starting	Building Awareness	Beginning to Change Practice	Starting Improvements	Beginning to Translate Practice	Increasing
		Focus Areas	Strategies for moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation	Action Plan		
Check					What	Who	When
PEOPLE	Cross-Functional Systems Perspective (Bring a bigger picture to inform administrative processes)	Engage a cross-functional team to review the school systems inventory (see below), discuss common issues, and identify ways to improve efficiency and usability.	Maintain data on systems usage and common issues (e.g., conflicts, duplications, confusion, data migration problems), and use the findings to inform integrated planning for technology, data management, and assessment/practice products.				
	Systems Mapping (Identifying details of multiple systems in order to convey complexity and efficiency)	Conduct an annual inventory of technology-based assessment, instruction, and data systems in use, including data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority.	Maintain an ongoing system map for technology-based assessment, instruction, and data systems that is regularly updated to reflect any changes. Include data inputs and outputs, reporting systems, network utilization, technical requirements, procurement history, and who has access and decision-making authority, as well as data formats and transfer paths, interoperability standards in use, and how systems connect to each other. Understand interdependencies, gaps, duplications, and conflicts.				
TECHNOLOGY	Cross-System Solutions (Identifying integration and access solutions)	Identify solutions for common systems integration issues, including services and processes, for better cross-platform management of login credentials, student rosters, student data, shared instructional content, and other information. Utilize restricted program and content access through district hubs.	Implement a range of solutions to streamline login, consolidate content access, and enable data exchange between multiple systems, with the goal of enabling a seamless user experience when switching between assessment, reporting, and instructional platforms and improving analytics across digital tools.				
	Interoperability (Building systems for more effective integration and cross-platform data exchange)	Understand what interoperability standards are available for different kinds of instructional and assessment content and data, such as CEDS, IMS Global (QTI, APF, LTI, OneFactor, Caliper), Ed-Fi, and others. Understand the implications of these standards to different systems within the school.	Establish the interoperability standards that potential vendors must produce during the procurement process and what technical requirements their solutions must meet. Base this list on instruction and assessment needs, technology levels, and other functions. Insist that vendors utilize open standards (rather than vendor proprietary formats) for data exchange and systems interoperability such as CEDS, IMS Global (QTI, APF, LTI, OneFactor, Caliper, Ed-Fi), and others.				
PROCESS & PROCEDURE	Coordinated Requirements for Procurement (Establishing a set of technical and functional requirements for future procurements that captures interdependent and conflicting needs of the different platforms that have to serve instructional, assessment, and administrative purposes)	Understand how potential products will handle data inputs and outputs, what is self-contained and what is reusable, what formats are being used, what content and which data formats are proprietary, and how the products might work in concert with the products and systems already in use in the district and the schools.	Establish the interoperability standards that potential products and vendors must support and implement moving forward so that the district builds content and data systems that can more easily exchange information across platforms.				
	Enterprise Maintenance (Seeking efficiencies in coordinated maintenance programs for multiple technical systems)	Protect expensive digital investments with quality maintenance and support programs.	Where possible, coordinate maintenance and support contracts to include multiple platforms as a means to promote more effective systems uptime (CPE).				

How to Use Online Assessment Planning Tool Worksheets

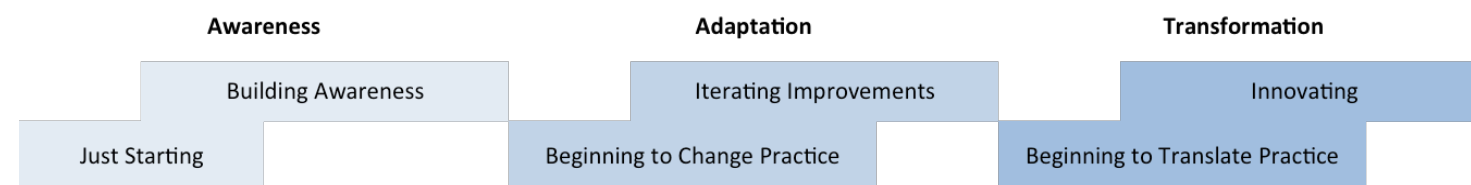
Each worksheet features Focus Areas with recommended strategies for moving a district and its schools along the spectrum toward greater degrees of online assessment readiness. Using the results from the Online Assessment Planning Survey, a district's planning team can identify their current stage along the spectrum for each element and where they would like to be in the future. The planning team can identify and prioritize critical areas on which to focus efforts by placing a check in the columns on the left side of the worksheet. The area on the right side of the worksheet should be used to identify action steps that will help achieve both short and longer-term goals. Each worksheet groups strategies into practical categories, including People (professional development, planning, engagement), Technology (systems, devices, infrastructure, software), and Process (policies, protocols, workflows, scheduling) to assist schools and districts in integrating assessment strategies with broader planning efforts.

This PDF is designed to be printed onto 11" x 17" paper.

Additional Online Assessment Planning Resources are available at <http://www.elearninstitute.org/assessment>.



Online Assessment Planning Tool
WORKSHEET



Professional Development

Focus Areas		Strategies for moving from Awareness toward Adaptation	Strategies for moving from Adaptation toward Transformation	Action Plan		
Check				What	Who	When
PEOPLE	Professional Development Options (Supporting school staff with the content and format for professional learning that they most need to make online assessment implementation successful)	Engage a cross-functional online assessment team in ensuring adequate opportunities for professional development and training around online assessment that include both theory and practice, and align with school plans, platforms, and approaches.	Use a variety of data to monitor that professional development experiences are providing the right topics and right levels of training to help schools, and their students, to be successful with online assessment implementation.			
	Coordinated Training (Ensuring that school staff with different roles related to online assessment receive internally consistent messaging and training)	Provide necessary training for all school staff involved in online assessment, including test coordinators, technology staff, data managers, teachers, and test session monitors. Ensure that information and procedures covered in these trainings are consistent and accurate across all staff roles.	Stay current with any changing deadlines, technology requirements, policies, and protocols that may be issued from the State or district vendors, and ensure that updated information is effectively distributed to schools, targeting staff with different roles. Schedule additional trainings and update procedural manuals, as needed.			
	Professional Learning Community (Creating a collaborative environment for educators to learn from each other)	Encourage school staff of different roles to connect with existing online communities of practice in the district, state, or nationally to enhance their professional practice by building shared knowledge around online assessment.	Create an online space for schools to share and collaborate around online assessment knowledge-building. Establish peer coaching opportunities within the school or between schools in the district.			
	School Teams and Committees (Developing knowledge and buy-in for online assessment staff in all roles and administrative levels)	Include professional development goals as part of the charter for online assessment leadership groups.	Allow participation in online assessment teams to rotate over time so that different staff have the opportunity to contribute and learn authentically about the processes for online assessment implementation.			
TECHNOLOGY	Technology Skills Roadmap (Aligning technology skills development with national standards)	Use nationally recognized technology skills frameworks, such as ISTE Standards for Students (formerly NETS), to inform professional development around technology integration with teaching, learning, and assessment.	Develop a district technology skills roadmap, based on nationally recognized frameworks, for each grade level. Include technology skills needed for teaching, learning, and assessment.			
	Technology Skills Training (Recognizing that educators are at different starting places with their technology skills and comfort levels.)	Design professional development and training opportunities so that they bridge educators from their current technology skill and comfort levels to where they need to be for school and student success.	Design professional development and training opportunities so that they bridge educators from their current technology skill and comfort levels to where they need to be for current school success, and for future learning and assessment paradigms. Include practical guidance and allow adequate hands-on practice with varying technologies and technology-enhanced techniques.			
POLICIES & PROC	Data Conversations (Encouraging a culture of professional learning and leadership around assessment data)	Develop a culture of ongoing professional learning around the design, collection, and use of assessment data. Plan frequent opportunities for school-based conversations about data trends and data-driven decision-making.	In addition to student performance and achievement data that inform instructional decisions, collect and discuss data about online assessment implementation, and use those data to improve assessment systems and practices.			