

You're invited!

ISEP PROFESSIONAL DEVELOPMENT

FRIDAY, DECEMBER 4TH
11:00AM - 2:00PM

Via Zoom:

<https://cccconfer.zoom.us/j/94501435959>

Join your ISEP colleagues for a paid professional development opportunity! Focus will include best practices, designing assessments in this unique environment, and an overview of new forms available for roster management and grade tracking.



ISEP FACULTY TRAINING

You All Are Amazing!

Resources and Library Help

Julie Cornett:
<https://cerrocoso.libguides.com/facultyservices/prisonservices>

Assessments

Formative versus Summative:

Formative Assessments:

1. Meant to check for understanding.
2. Do not Need to Be Graded
3. Questions for Students to Track learning
4. Terms and Concepts
5. Self Guided Quizzes
6. Should be the bulk of assessments

Summative Assessments:

1. Big Ticket Items
2. Midterms
3. Finals
4. Research Papers
5. Unit Exams
6. Rubrics are Useful Here

Grading

What Needs to Be Graded:

Formative Assessments:

1. Guiding Questions, answers within material
2. Answers provided for them to work backwards on
3. Sometimes these are counted as 10-15% of grade for participation

Summative Assessments:

1. Graded by Instructor
2. Rubrics for Essays and Research Papers
3. These are what make up the students grade
4. Require a decent amount of feedback

Substantive Feedback

Source and great read:
<https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=ED061170>

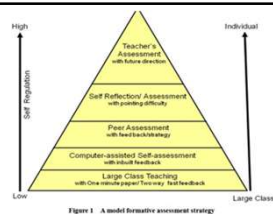


Figure 1 A model formative assessment strategy

Self-reflection is the heart of self-regulation. Students are less likely to be defensive if they judge themselves. Hence, an effective way to impart self-regulation among students is to provide them opportunities to reflect on their own performance (Boud, 1995; McDonald & Boud, 2003)

Seven Principles of Good Feedback

1. Helps clarify what good performance is (goals, criteria, expected standards);
2. Facilitates the development of self-assessment (reflection) in learning;
3. Delivers high quality information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to teachers that can help in shaping the teaching

Table 2 Example of how the proposed formative assessment model may work in a real-world and teaching situation

<p>Large-class teaching The teacher delivers lectures about essay writing, covering topics such as length, structure, critical thinking, use of evidence, problem analysis, information synthesis, referencing and plagiarism-any misunderstanding on learning can be addressed using one minute paper/two-way fast feedback strategy.</p> <p>Computer-assisted self assessment Online learning modules covering topics such as essay structure, referencing and plagiarism, with self-assessment using information and communication technologies like WebCT-to clarify the elements of good practice in essay writing.</p> <p>Peer assessment Peers who learned essay writing during the lecture and through computer-assisted self-assessment can correct low-order assessment criteria by sharing explanations, alternative tactics and strategies.</p>		
<p>Assessment criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length 1000 words <input type="checkbox"/> Structure (abstract, introduction, etc.) <input type="checkbox"/> Clear argument <input type="checkbox"/> Referencing 		<p>Feedback</p> <p>e.g. Structure, referencing and argument are clear. Long sentences can be simplified to improve the clarity. There are a few spelling errors which can be easily corrected by using a SPELL CHECKER.</p>
<p>Self reflection/Assessment and teacher feedback These two steps can be combined to evaluate higher order assessment criteria</p>		
<p>Assessment Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical /Reasoning skills <input type="checkbox"/> Clarity of presentation <input type="checkbox"/> Factual accuracy 	<p>Student's self reflection</p> <p>e.g., I struggled to find reasons to support my arguments</p>	<p>Teacher's feedback</p> <p>e.g., I am pleased with your clear presentation skills. You can improve your reasoning skills if you read the handouts/ reference materials against essay questions. I like your factual accuracy.</p>

Best Practices are Still in Process for Assessments

How to Streamline these?

Ideas:

1. Condensing Summative Assessments into larger learning Units
2. Blocking Assignment Due Dates
3. Multiple Choice-How are people using this?
4. Essay Assessments? How are people using these and grading these?
5. Research Papers? How are people grading these and Using them?
6. Math Assessments?s

Templates for Help

Assignment Log: (Editable PDF)

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b9394d31-3d16-4850-b9d0-55689a9d90b9>

Warning On Student Conduct (cheating):

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:328f32c6-7d2c-4377-9358-b9822628001e>

Feedback Forum

This time is for all of you to share about what can be better?

ISEP PROGRAM

CORRESPONDENCE

WELLNESS AND CARE

RETURNING TO FACE TO FACE

ISEP PROGRAM ISSUES

1. Faculty Coordinator Positions
 - a. .1/.15 load release, maybe up to 3 with some kind of term limit (2 year? 3 year?)
2. Other Positions
 - a. Director of prison ed and/or coordinator

Correspondence Problems

What has worked and what hasn't?

1. Sending complete packet of work first
2. End or Beginning of semester distributed work delivered and receipt to not overwhelm the process
3. How work is collected and/or distributed
4. Access to SOMS or POC with that location report
5. Program review
6. Potential mail issues
7. Additional sleeves or stickers to the instructor for "in between" pick up dates

Faculty Wellness and Community NEEDS

1. Meetups
2. Outdoor meetups
3. Dance session for louise
4. <https://www.edwards.af.mil/About/4DW/>
5. Yoga class