



رهبری آموزشی

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"یا مدبرالامور"

پیشگفتار

در اوایل قرن بیست و یکم علاقه شدیدی به رهبری آموزشی در نتیجه این تفکر که کیفیت رهبری تأثیر مهمی بر نتایج مدارس و دانش‌آموزان دارد، به وجود آمده است. در بسیاری از نقاط جهان، این درک و تصور وجود دارد که مدارس به رهبران و مدیران مؤثر برای فراهم کردن بهترین آموزش برای یادگیرندگان نیاز دارند. بیشتر جوامع به این نتیجه رسیده‌اند که مهم‌ترین سرمایه آن‌ها، مردمشان هستند و باقی ماندن و پیشرفت‌شان وابسته به پیشرفت نیروی کار ماهر است. به این منظور آن‌ها به معلمان ماهر و متعهد که از حمایت و رهبری مدیران مؤثر برخوردار باشند، نیاز دارند.

عرصه رهبری و مدیریت آموزشی یک عرصه چندگانه با چشم‌اندازهای مختلف است. یکی از بحث‌های کلیدی این است که «آیا رهبری آموزشی یک زمینه مجزاست یا اینکه شاخه‌ای از موضوع گسترده‌تر مدیریت می‌باشد؟» زمانی که آموزش و پرورش از سایر رشته‌ها تأثیر می‌پذیرد، رهبری و مدیریت آموزشی باید با اهداف آموزش و پرورش مربوط باشد. این اهداف حس هدایت و رهبری را برای پشتیبانی از مدیریت مدرسه فراهم می‌کنند. پیشرفت نتایج یادگیری مستلزم یک گرایش متمرکز بر رهبری آموزشی است. این نوشتار راهنمایی است که مباحث رهبری آموزشی را با زبانی ساده بیان کرده است. امید است که مورد استفاده خوانندگان محترم، قرار گیرد.

Educational Leadership

Lesson1: What is Educational Leadership? - Concepts & Theories

An educational leader is the one other educators look to for guidance and an example. Discover the world of educational leadership, following major concepts, theories, and characteristics that define effective leadership.

Educational Leadership

An educational leader serves as a guide and influences other educators in an administrative setting. In some cases, it may be a team of educational leaders. Leaders in these executive roles work toward finding ways to improve learning and to improve the process of educating students. They serve in elementary, secondary, and postsecondary institutions as well as early childhood education centers. School site leaders, directors, principals, and assistant administrators are employed to work either as the sole educational leader or in small teams. Typical positions for educational leaders in administrative settings are:

- Principal
- Superintendent
- Academic dean
- Director
- Head of school
- Department chair
- Provost, or
- President

Major Concepts and Theories

Educational leadership theories borrow from business management principles. In the United States and other developed nations, leadership models from the business world were adapted to fit the educational setting. Since schools and their communities are diverse and change over time, theories regarding the role and function of educational leaders have likewise been reformed and remodeled.

Researchers continue to investigate leadership in different educational settings. One style of leadership isn't better than another. Each is more or less effective based on the context of the setting in which a leader works. Environmental factors such as size, school culture, staff, and personalities dictate the most suitable leadership style.

Leadership Characteristics

Most theories of educational leadership refer to the type of leader or style of leader based on essential elements such as capabilities, practices, and approaches. Theory components are classified into three categories: characteristics, concepts, and practices of educational leaders. These three components help in understanding leadership types as a theory.

Characteristics of educational leadership, which include behaviors, styles, and leadership traits

Concepts of educational leadership, which include management vs. leadership, power, coercion, and conceptual frameworks; and

Activities or practices of educational leaders, which include approaches or ways of leading

Through an understanding of these components, you can begin to understand yourself as an educational leader and understand the impact of leadership on student learning.

Leadership Theories

The authentic leader is self-aware, genuine, and leads with the heart. This type of leader puts the mission and goals of an educational institution above self-interests. Mrs. Ann, a principal, focuses on long-term

results for the good of students and their learning. She isn't afraid to show emotions or vulnerability to connect with teachers, students, and parents. This makes her fit the profile of an authentic leader.

A transformational leader changes individuals and social systems. Positive change develops followers into leaders. Mr. Terry, a school director, improved morale, motivation, and performance by getting to know teachers well. He connected the mission and identity of the organization to each person's sense of identity. Teachers say he is a role model and inspires teachers, students, and other stakeholders in the school. Inspired teachers and motivated students have a positive impact on student learning and the norms of the school.

Mrs. Armendariz is perceived as a principal who is not afraid to show who she really is. She puts the long-term goals of her school ahead of her own. What type of educational leader is she?

- Authentic
- Distributive
- Transformational
- Transactional

Dr. Natividad is admired as a university president. She has brought about many changes in her 20 year tenure including ending discriminatory practices making university policies more fair to all. What type of leader is she?

- Transactional
- Transformational
- Servant
- Authentic

Mrs. Rojas took a position as a charter school director because she felt she could help others. It was never her intention to become a school leader, but she felt there was a need and she could help fill that need. What type of educational leader is Mrs. Rojas?

- Distributed
- Transactional
- Transformational
- Servant

Lesson2: Educational Leadership Theories in Practice

Educational leaders face complex issues daily. Explore the relationship between educational leadership theories and the practice of these theories in the context of contemporary educational issues to better understand leadership in practice.

Putting Educational Leaders to the Test

There are five types of educational leaders, and they all handle contemporary educational issues differently. Let's follow Authentic Al, Transformative Tina, Transactional Ted, Servant Sally, and Distributed Dan to understand the theories that describe each of them. Then, we'll look at contemporary educational problems to see how each of our leaders respond in practice.

Authentic Al - The Authentic Leader

- Self-aware, genuine, leads with the heart
- Puts school above self-interests
- Focused on long-term results
- Connects with others using emotion/vulnerability

Transformative Tina - The Transformational Leader

- Causes positive change on student learning
- Develops followers into leaders
- Improves morale, increases motivation and performance
- Knows teachers well
- Connects the mission and identity of organization to each person's identity
- Role model who inspires teachers, students, and other stakeholders
- Effects outlive tenure

Servant Sally - The Servant Leader

- Helps others first before herself
- Builds relationships
- Isn't consumed with the idea of being in charge
- Focuses on student learning and other needs
- Serves for the good of each person, not just the educational institution

Distributed Dan - The Distributed Leader

- Focuses on shared responsibilities by stakeholders
- Builds on the capacity of others to create change
- All levels in the school come together to improve student learning
- Not focused on one individual's actions associated with the formal leadership role

Transactional Ted - The Transactional Leader

- Concerned with keeping school running smoothly
- Uses motivational techniques such as disciplinary actions and incentives

- Concerned with what is happening now, and not the future

School Climate

Initiatives fail if your school's climate is not inclusive and supportive. Difficult issues facing schools require a climate where teachers, students, and other stakeholders want to participate in the process. A positive climate changes school cultures that fail to meet student needs effectively.

Leadership in Practice

- Authentic Al - "I will do everything I can to show teachers, students, parents and others in the community that our school cares about everyone."
- Transformative Tina - "I value the culture of my school and work to create a vision that matches what we all believe in as a staff."
- Servant Sally - "I want to make sure to meet everyone's needs, especially students."
- Distributed Dan - "We work as a committee to come up with the mission statement and values that reflect what our school community is all about."
- Transactional Ted - "I work to improve school climate by having lots of motivators such as rewards that will get teachers and students excited about being a part of the school community."

School Accountability

Every educational leader needs to lead in the planning and adherence to accountability measures that measure student performance set by federal and state governments. Policies are often unpopular, and the leader needs to get everyone behind a plan to meet challenges posed by school accountability.

Leadership in Practice

- Authentic Al - "We may not like testing. I am first to admit. But it is part of our job, and we need to do what is required of us."
- Transformative Tina - "I believe we can work together to bring about changes in the way we use accountability results to turn them into a positive learning tool for all."
- Servant Sally - "I will do my best to support teachers as they support students through the process of meeting requirements."
- Distributed Dan - "We brainstorm ways to deal with the hand we are dealt and do the best for kids."
- Transactional Ted - "I am a big advocate for evaluating teachers based on student performance. I think accountability is necessary."

School Policies

Educational leaders also try to get staff behind school policies. Some examples of policies include school uniforms, student retention, homework, curriculum and curriculum resource decisions, and ways to handle controversial topics.

A high-school principal recently told his staff, 'I would like to spend more money on curriculum materials, but we need to think about what will benefit our campus a year or two from now. It would be selfish of us to buy materials that we or future staff will not be able to use in a year when the standards change.' Based on the principal's response to the issue, what leadership style best fits him or her?

- distributed
- transactional

- transformational
- authentic

A high-school principal recently told his staff, "The standards are changing soon and these materials will become obsolete in a year. Nevertheless, I will buy them for you on the condition that you promise to raise academic performance on the state assessment!" Based on the principal's response to the issue, what leadership style best fits him or her?

- transactional
- distributed
- transformational
- servant

A high-school principal recently told his staff, "I would like to have all teacher leaders meet on whether or not to purchase the new curriculum materials. We need to understand if they will be practical for classroom use based on your expertise." Based on the principal's response to the issue, what leadership style best fits him or her?

- servant
- distributed
- transactional
- authentic

Lesson3: Student Achievement: Definition, Factors & Research

Student achievement refers to what students were able to learn in a determined period of time. Understand the definition of student achievement, explore what the research has to say about this topic, and discover the factors that impact student achievement.

What is Student Achievement?

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

For instance, you have a to-do list that involves three tasks: dropping off the cleaning, filling your gas tank, and studying for a final. Questions you may ask yourself are: In what order do I accomplish my tasks? How am I going to get each task finished? Should I study at the library where it is quieter or at home where I may be distracted? Is it worth it to purchase gas a few blocks from home at a higher price or drive a short distance to save money? Your goal is to get your to-do list finished in the most efficient and timely way possible.

When teaching, you must use the same process when addressing instructional standards. Questions you should ask to successfully complete your 'to-do list' or learning standards in a timely and efficient manner include: What type of students do I have? How am I going to teach the standard? Will they understand the vocabulary? How long do I think it will take for students to fully learn the material?

Successful instruction of standards results in student achievement. However, knowing the 'what' and the 'how' is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important.

Factors that Impact Student Achievement

There are many variables that can impact successful student achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colors, shapes and sizes, each student has their own unique learning style. You must use a variety of teaching methods and understand the background and individual needs of each student.

Classroom instruction is the most important factor that impacts student achievement. As a teacher you influence the quality of instruction, set expectations for learning, and measure the level of understanding. For example, when a standard is not presented in a way that a student can understand, or if it's taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

A good teacher will use strategies such as discussion among students, videos, or stories, to gain student attention and to support the learning process. You should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list, you may pre-pay for your cleaning to get a discount or join a friend to make the study session more interesting. Likewise, student achievement involves well-thought out strategies to improve the quality of learning!

What does student achievement measure?

- The number of students in a class compared to the number of students in the school
- The amount of academic content a student has learned in a determined amount of time
- The percentage of correct answers that the student has earned over one school year
- The work required for a student to maintain an average GPA

Bob and Tom are both 4th graders at Summerville Elementary. They are in different classes, but they are taught from the same books and curriculum. They follow the same schedule, do the same assignments, and have the same amount of homework. However, Bob and Tom achieve at different levels. What is the most important factor determining their achievement?

- Classroom instruction
- Administrative support
- Inherited traits
- Summer activities

Jonathan is a first grader who is struggling in reading. His teacher, Mrs. Davidson, understands the research on student achievement. How will that impact Mrs. Davidson as she plans instruction for Jonathan?

- She will allow Jonathan to play games on the computer during reading time since he is further behind the other students in the class.
- She will make sure Jonathan spends more time studying math because he is strong in that subject.
- She will use a variety of strategies to maintain Jonathan's interest and keep trying until he is successful.
- She will encourage Jonathan to watch the top reading student and do things in that same way to improve his skills.

Lesson4: The Role of Leadership in Implementing School Vision

In this lesson, we'll discuss the role of school administration and faculty leaders in implementing school change, being accountable for progress, and monitoring growth toward goals using structures like grade-level teams and school wide leadership teams.

The Role of Leadership

Every district has those school leaders who aren't particularly effective. Some think all they need to do is show up with cupcakes and smile, never doing any actual work. Others seem like power-hungry megalomaniacs who enjoy being lord and overseer of the team and do nothing but delegate. The role of school leadership extends beyond that of cheerleader or overseer, though. Those in leadership roles at school are meant to assist in the school improvement process by collecting and sharing the data that should drive the school to progress toward improvement.

Effective school leaders take an active role in school improvement and an interactive, hands-on approach to ensure the school can reach its goals. Members of the school improvement team should be effective school leaders by providing guidance and feedback to faculty, staff, and students. By taking this sort of collaborative perspective of leadership, rather than a top-down authoritarian approach, faculty and students see those in positions of leadership as collaborating partners. Another role of leadership is to provide the necessary data so that faculty can make informed decisions about instructional methods and curriculum content based on available research. Those administrators and faculty members considered part of the school leadership should meet regularly to help guide others in the school through the challenges of the process of self-evaluation and making changes to promote progress.

Who Are Our Leaders?

A school leadership team should have representation from all grade levels and content specialties. For example, the department head of each of the subject areas should be included in the leadership team for that subject. This could be achieved by appointing someone to be in charge of math, language, social studies, and science, along with other subject representatives as needed. These key departmental staff will meet in workshop sessions with all the teachers in their department to discuss student needs and whether they're being met. The department heads will then share their findings with the school-wide leadership team to come up with suggestions for improvements.

Additionally, consider including representatives from each grade level to represent the needs of those specific grades. A grade-level representative can provide insight to their age group's particular needs so other faculty and administration can include their perspectives.

The school-wide leadership team should have grade-level and subject-specific representation on the team. Also include members of administrative staff who have the ability to provide information about the school vision; and who can therefore assist faculty leadership in developing curriculum and instruction protocols to carry out that vision.

Some people seem to be naturally born with the gift of effective leadership, but the truth is that leadership skills can be taught. Be sure to host orientation and training sessions periodically to go over expectations for the team so everyone knows what they're responsible for. Also, be prepared to share the team's findings with the rest of the faculty so they're up to speed on new programs and protocols.

Implementing School Vision

Now that we know who should be included in the leadership team and why their role is important, let's take a look at what they actually do. A school vision is the idealistic view of how school stakeholders see both themselves and the role they play in the lives of young learners. The leadership team will take input data from teachers, students, administrators, and families, as well as state and national education standards to develop a vision and a set of goals for the school. The leadership team will then evaluate this data to develop a comprehensive plan to work toward those goals.

School stakeholders should perceive the leadership style of school improvement leadership as which of the following?

- Authoritarian
- Overseer
- Top down
- Collaborative

Which of the following groups is NOT considered school leadership?

- Representative guardians from a student's family
- Representative instructors from each disciplinary subject
- Representative instructors from each grade level
- Representative staff from administrative departments

Which of the following leadership responsibilities for implementing the school vision refers to using data for the purpose of providing a count of evidence that illustrates the school is keeping its promise?

- Disseminate data to school faculty
- Apply data to inform changes
- Ensure accountability for progress
- Gather and analyze data

Lesson5: What Is a Stakeholder in Education? - Definition & Examples

Stakeholders in education are those who are affected by the educational system or have a vested interest. Discover who these stakeholders are, the roles they play, and how reaching a common goal can lead to success.

Who Are Stakeholders in Education?

What is a stakeholder? One might think of a person holding a wooden stake, like the kind driven through the hearts of vampires in folklore. But the word stakeholder refers to a person who has an interest or concern in the organization at hand. So, in terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected.

Examples of Stakeholders in Education

Let's take a moment to brainstorm who some of these stakeholders may be. School board members, administrators, and teachers immediately come to mind. They each want their work to have a positive impact on children, and their jobs are directly affected by the success of the school system. Parents desire a successful education system for their children, while the students themselves have an interest in receiving a good education. It's also easy to imagine the influence the education system has on government officials, like city councilors and state representatives, as voters may base their decisions on the way such officials support the school system.

In fact, the community as a whole is a stakeholder in its education system. This is because local schools educate future employees, business owners, and community leaders. A solid education program builds a stronger community by better preparing its students to be successful community members.

Since all members of a community are stakeholders in its education system, you may be wondering how each individual stakeholder is important. Every different stakeholder plays a different, significant role in support of the education system. Let's explore those roles.

The Roles of Various Stakeholders

Let's use an example to illustrate how different stakeholders in education interact for the benefit of a school system. Say that the local school board wants to foster a greater interest in science and technology among students in the school district. The board passes a resolution requesting that each school in the district develop a program that will meet this goal, and along with administration, works to raise funds for such programs. How do the other stakeholders fit into this goal?

School administrators, such as the superintendent and principals, support the goal of the school board by developing a plan of action to meet the board's expectations. Let's say one school plans to provide a monthly science-and-technology night for students and their families.

Why are stakeholders in education important to the success of educational goals?

- Each stakeholder can help decrease support for local educational goals.
- A team effort on the part of stakeholders is involved in achieving educational goals.
- All stakeholders offer the same type of support for local education systems.
- All of these answers are correct.

Which of the following would be considered a stakeholder in education?

- Parents
- Local business leaders
- Teachers
- ALL of these answers are correct.

What do you call anyone who has an interest in the success of an education system?

- School administrators
- Community members
- Stakeholders
- Businessmen

Lesson6: Standards-Based Curriculum: Development & Implementation

Standards-Based Curriculum

A lead teacher, Mr. Sandoval, poses a question for his school's faculty: "What does it mean to you when you hear familiar phrases such as 'you're meeting the standard' or 'we're raising the bar'?" These phrases both relate to meeting set expectations, such as the state standards we teach through our curriculum. Mr. Sandoval explains:

Curriculum describes all the information students learn, plus experiences they have in acquiring that information.

A standards-based curriculum refers explicitly to specific knowledge, learning experiences to gain that knowledge, and assessments to check for mastery of that knowledge, developed by looking at the standards of a district, state, or nation.

In the United States, most states use the Common Core State Standards, while the remaining states have developed their own state-specific standards. Both teachers and administrators are responsible for teaching these standards if they work in a public school. Mr. Sandoval knows it's important to develop a standards-based curriculum for a school or district because doing so helps teams of teachers work together to make sure they're teaching to the standards and preparing students for the next year. It helps administrators because it allows them to measure progress at all levels and over time.

Positive Culture of Learning

High achieving schools, like those where Mr. Sandoval serves, have a positive culture of learning. Teachers feel empowered and confident to help students prepare for interim assessments and end-of-year assessments. These are tools that help teachers and administrators measure progress. Classroom teachers display standards in student-friendly language so that students become familiar with what they're learning. Everyone in the school works toward the same goal as opposed to each teacher working for themselves and teaching random topics. A standards-based curriculum provides a clear direction for all stakeholders, including teachers, students, parents, and administrators, so everyone involved knows what the expectations are and how to meet them.

Implementation

Implementation of a standards-based curriculum requires districts and schools to work ahead of time to create mapping, commonly called a curriculum map, scope and sequence, or pacing guide. Each type of document is mostly the same with varying degrees of differences. They each describe:

- Units of study
- Standards aligning with each unit
- Curriculum materials needed
- Programs to be used

What are documents such as curriculum maps, scope and sequence, and pacing guides used for in a standards-based curriculum?

- They are curriculum materials that include textbooks and other essential tools.
- They are specific lesson plans based on standards that tell a teacher what to teach each day.
- They are the state standard documents issued by each state or by a national organization.
- They are planning tools where standards are organized into units so teachers can write

How can a standards-based curriculum promote a positive culture of learning?

- It empowers teachers and gives them confidence to prepare students to meet expectations.
- It empowers teachers to plan their lessons according to what they feel is important to learn.
- It helps administrators manage teachers by knowing what they are doing every minute of the day.
- It helps administrators pressure teachers to get students ready for the state assessment.

A standards-based curriculum is _____.

- based on the textbook purchased by the school or district and follows the sequence from cover to cover
- based on each teacher's preferences and includes knowledge, experiences, and assessments
- based on expectations created by the school district and measured by an end-of-year test
- based on state or national standards and includes knowledge, experiences, and assessments

Lesson7: What is Formative Assessment? - Strategies & Examples

Formative assessment helps teachers track student progress and plan effective instruction. Explore strategies, benefits, and examples of formative assessment before, during, and after a lesson.

Formative Assessment

As a new classroom teacher, I remember the confusion I experienced after a week-long math unit. I had been working with my students all week on multiplication. We spent Monday and Tuesday reviewing basic multiplication facts, and by Wednesday and Thursday we were engaging in multiplying 2-digit by 1-digit numbers. I was so excited because I had incorporated many activities into instruction: we used technology, students worked in groups, and we played games to review the skill. I was certain my students were ready for Friday's test!

However, as I graded their tests, I was shocked to see that some of my students were unable to solve the problems because they had errors in their basic facts. After some reflection, I realized that if I had incorporated formative assessment into my instruction, I could have made changes to my lessons so that my students were more successful.

Formative assessments are ongoing assessments that help teachers understand students' progress and their level of understanding during a unit of instruction. In contrast to a test given at the end of a chapter or unit (known as assessment OF learning), formative assessment is known as assessment FOR learning because this information can help teachers adjust instruction during the unit to help students experience success.

Now that we know what formative assessments are, let's look at some of the benefits of using them in daily instruction.

Benefits of Formative Assessment

There are many benefits of incorporating formative assessment into instruction. Some of these are that:

- Teachers can modify instruction based on the learning of their students
- They also can identify student errors early and provide re-teaching when needed
- Students can receive feedback about their learning in order to identify strengths and weaknesses
- They also are given opportunities to set learning goals and ask questions for clarification
- Students are challenged to think deeply about what and how they've learned
- They learn how to self-evaluate their own level of understanding
- Student learning and achievement increases

Examples of Formative Assessment

Because formative assessment can benefit students, let's examine some practical ways that teachers can incorporate these techniques before, during, and after instruction.

Before a Lesson

Entrance Ticket:

An entrance ticket is one way to incorporate formative assessment before instruction. Teachers can pose a question for students to respond to on a note card, sticky note, or slip of paper. This question can ask students to answer a factual question, solve a problem, or even rate their own level of understanding of the material they've learned so far.

4-Corner Assessment:

4-corner assessment is another formative assessment tool used before instruction. In this activity, teachers label each corner of the room with the labels: 'Strongly agree,' 'Agree,' 'Disagree,' or 'Unsure.'

Teachers then pose a series of questions about the previous day's lesson, and students gather in the corner that represents their level of understanding.

During a Lesson

Colored Cups:

During a lesson, teachers might employ the colored cups method of formative assessment. Each student has a set of colored cups on their desk (one red, one yellow, and one green). A student displays his green cup if he understands the lesson, his yellow cup if he's a little confused, and his red cup if he doesn't understand at all.

Thumbs Up, Sideways, or Down:

Another formative assessment method that can be used during a lesson is thumbs up, sideways, or down. This is a very easy strategy that teachers can use multiple times throughout a lesson. Students give the thumbs up sign if they understand the content, a sideways thumb if they're a little confused, and thumbs down if they're very confused.

How do formative assessments and tests differ?

- Formative assessment measures learning, while tests assign grades.
- Formative assessment measures progress and understanding, while tests measure completion.
- Formative assessments measure progress throughout a unit of instruction, while tests assess learning at the conclusion of a unit.
- Formative assessments can't be graded, while tests can be.

Which of the following is the most important student benefit of formative assessment?

- It allows teachers to grade tests quickly.
- It allows students to use technology daily.
- It supports the use of cooperative learning in the classroom.
- It teaches students to self-evaluate their own level of understanding.

Formative assessments should be part of the classroom routine to ____.

- help student grades
- measure ongoing student learning
- keep students entertained
- fulfill state standards

Lesson8: Summative Assessments: Examples & Types

Summative assessments are used to test learning and can cause more stress than other types of assessments. Find out what summative assessments are and their purpose, examples and types of these assessments, their stakes, and how formative assessments differ.

Summative Assessments Defined

Summative assessments are used to evaluate learning. They are generally associated with grades, points, or percentages. Examples are exams, graded projects, and papers. Standardized tests such as the SAT are also considered summative assessments.

The Purpose

Summative assessments, such as exams, are used to evaluate learning as well as serve as comparisons for standards, like class averages. They are used to determine what the students know and what they do not know. They can help determine the effectiveness of teaching. Scores can be indicative of the quality of the curriculum as well as appropriate placement of students. For example, when students perform well in an English class, they are given the option to select the honors or advanced placement sections of English for the following cycle. However, summative assessments are used incrementally, and therefore, do not have immediate influence on instructional quality. For example, if your math teacher, Ms. B., gives an exam on algebra at the end of May after spending the entire month teaching algebra, she will know how you perform after she grades those exams. Once she begins teaching geometry in June, it would be difficult to revisit algebraic concepts that were misunderstood in May. She can only implement the changes when she teaches algebra the next time around.

These assessments are also used to form rankings of schools. If one school's students outperform another school's students on state or regional exams, that school is ranked as a better school for academics.

Formative Assessments

Some researchers believe that formative assessments are more effective than other tests because they can be incorporated into teaching methods. They seek to monitor learning instead of to evaluate it in the form of grades. Formative assessments are generally ungraded or are associated with low point values because they seek to check understanding. Students are less likely to cheat because they are not concerned with the grade, as they might be while taking summative assessments. Examples of these may come in the form of meaningful assignments like discussions with questions, group projects, individually completed graphs and charts, and reflections. When teachers conduct these activities, they know which areas of coursework are well-understood and which areas they should focus on a bit more.

An example of a summative assessment is:

- A song and dance.
- A test.
- A skit.
- A discussion.

The main goal of summative assessments is to:

- Evaluate learning.
- Check understanding.
- Monitor learning.
- Get ranked.

The main goal of formative assessments is to:

- Evaluate learning.
- Monitor learning.
- Grade harshly.
- Grade fairly.

Lesson9: What is Critical Thinking? - Definition, Skills & Meaning

Critical thinking is making reasoned judgments that are logical and well thought-out. Discover more about the definition, meaning, and core skills of critical thinking (curiosity, skepticism, humility), and how to develop and use critical thinking skills.

Critical Thinking Defined

Critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion. People who use critical thinking are the ones who say things such as, 'How do you know that? Is this conclusion based on evidence or gut feelings?' and 'Are there alternative possibilities when given new pieces of information?'

Additionally, critical thinking can be divided into the following three core skills:

1. Curiosity is the desire to learn more information and seek evidence as well as being open to new ideas.
2. Skepticism involves having a healthy questioning attitude about new information that you are exposed to and not blindly believing everything everyone tells you.
3. Finally, humility is the ability to admit that your opinions and ideas are wrong when faced with new convincing evidence that states otherwise.

Using Critical Thinking Skills

Many people decide to make changes in their daily lives based on anecdotes, or stories from one person's experience. For example, let's say that your aunt told you that she takes a vitamin C supplement every day. Additionally, she told you that one morning she was running late for work and forgot to take her vitamin C supplement. That afternoon, she developed a cold. She now insists that you take vitamin C every day or you will get sick, just like she did in her story. Many people hearing this story would just accept this and think, 'To avoid getting sick I should take vitamin C.'

Although this type of logic is very common, it lacks critical-thinking skills. If we examine this anecdote a little more carefully, you should be able to understand why. For starters, we don't know where the idea for vitamin C stopping illness even came from. Why did your aunt decide to take vitamin C rather than vitamin D, or any other vitamin?

Also, there was never any indication given that there exists a direct link between not taking vitamin C and developing a cold. At first glance, it may seem that way. However, there could be many other variables involved that have nothing to do with vitamin C. Maybe she was already developing a cold and that particular day it just happened to manifest itself. Maybe a sick person sneezed on her in the elevator that morning. Any number of possibilities could have happened, and from just this story, we simply do not have enough information. All of this speculation as to the validity of this particular observation is considered skepticism.

What is critical thinking?

- Making snap judgments in a life-or-death situation
- Rejecting or harshly criticizing everything
- Living life based on gut feelings
- Making well-informed decisions based on logical, supporting evidence

What are the three core skills involved in critical thinking?

- Skepticism, curiosity, and humility
- Skepticism, cynicism, and gullibility
- Curiosity, rigidity, and humility
- Curiosity, intuition, and cynicism

What is an anecdote?

- A remedy to poison
- A story told from a person's experience
- A myth or tall tale
- A forgotten memory

Lesson10: Identifying Opportunities for Creative Thinking in the Workplace

This lesson will go over a simple creative thinking model. Anyone can use it to help them decide when creativity is appropriate, or not, in the workplace.

Creativity in the Workplace

Creativity is now considered to be an important part of almost any kind of workplace. But that doesn't mean that every workplace demands, requires, or even needs creativity all of the time. In fact, creative thinking could be dangerous or destructive under many circumstances.

So when is creative thinking OK and not OK at the workplace? In this lesson, we go over a simple model anyone can use to quickly get to the bottom of this question.

A Simple Model

Here is a very simple model for figuring out if creativity is appropriate for a given task, job, or workplace and when it's not. Ask yourself the following questions:

Can It Be Automated?

Is this a repetitive task that is or could be, at some point, automated?

If you said yes, then creative thinking may not be appropriate here as a repetitive task, such as data entry, may have been designed for a very specific purpose that creative thinking might utterly disrupt in a negative manner.

Another example here would be an assembly line worker putting a car together deciding a bit of creativity would be a good idea when, in fact, it would probably create chaos in what is a very algorithmic and logical process.

There are exceptions to almost everything, of course. Even highly automated tasks are designed with creative thinking, but it's one thing to design the process using creative thinking and it's another thing to interrupt a highly linear task mid-way through its completion!

Is It Legal?

Is this something that involves adherence to a law, rule, or regulation of some sort?

Accountants and lawyers should be very careful with creative thinking that can get them or their clients in trouble. Yes, creative thinking in the sense of finding completely legal loopholes may be OK (we'll leave ethics aside). However, fudging a number by doing some creative accounting when it's completely illegal is a whole different ballgame.

All of this also applies to company-specific policies as well. Try not to be creative with something that runs counter to them!

Is It Safe?

Will creative thinking at this point in time endanger anyone?

A surgeon shouldn't come up with a new valve replacement procedure mid-surgery. Again, there are exceptions to even this danger-related question. In this specific case, no surgery is exactly like another and situations can arise during a surgery that require and fully justify some creative thinking.

But solving an unforeseen circumstance to save someone's life is completely different from experimenting in a manner that endangers another person's life without just cause.

Identifying Creative Thinking Opportunities

So when is creative thinking appropriate? The best opportunities for creative thinking arise when:

- The workplace rewards creative thinking.
- The creative thinking sessions occur in ways that do not endanger anyone in any legal, financial, or health-related manner.
- The creative thinking process will not disrupt what is a very logical, orderly, or objective task (especially mid-process).

- The creative thinking occurs in a manner consistent with the company's culture and policies.
- There's a low-stress environment

For instance, let's say that Jane works for a pet hotel's marketing department. The pet hotel's executive/management team rewards creative marketing ideas. Jane's work won't put any of the customers or pets in any danger, and it doesn't disrupt any orderly processes, such as feeding times.

Creative thinking should be avoided or carefully used in which of the following circumstances?

- When something illegal might happen
- When it might endanger someone's life
- When it disrupts a highly automated process
- I, II, and III
- I only
- II and III only
- III only

Which of the following professionals is LEAST likely to be engaged in creative thinking?

- Accountant
- Graphic designer
- Architect
- Software engineer

In which of the following situations would creative thinking be inappropriate?

- Midway through a linear process
- When the company seeks to create a new marketing campaign
- When the company rewards creativity
- When someone's life needs to be saved in a novel situation

Lesson11: Techniques for Group Decision-Making in Business

Having groups of workers come together to tackle a problem is intended to create an environment where the best options are presented. Often used are the Nominal Group, Delphi and Brainstorming techniques. Explore how these three techniques are applied in group decision-making in business.

Group Decision-Making

Messy Chocolate Company's new cricket candy bar packed with real crickets and chock full of protein is a huge success! Consumers are clamoring to purchase the chocolate bar with crunch. It has received enormous press and social media buzz.

The CEO of the company is now requesting the marketing, engineering, and management groups to develop, produce, and promote another new chocolate bar. Each team has decided to try different techniques for group decision-making in order to try and develop the best new candy bar. Hopefully it will surpass even the success of the Cricket Bar!

Group decision-making is where a group of individuals are brought together in hopes of determining a solution to a problem. The marketing team's first approach in developing a new candy bar will be to try an approach where the team does not verbally discuss the bar.

Nominal Group Technique

In the nominal group technique, members do not discuss the issue and potential solutions verbally. Instead, the group uses a written process to develop and curate ideas. The advantage to this type of group decision-making is that no one member of the group can dominate, and it eliminates the interpersonal aspect, which can sometimes distract from the goal. The steps of the nominal group technique consist of:

- Team members write down their ideas to solve the problem.
- Each idea is cataloged, and no idea is discussed between members at this point.
- An open forum is held to discuss each idea with no negative input allowed.
- Members then vote secretly for the final solution.

Messy Chocolate's marketing team met in the boardroom and decided to try this technique first due to some abrasive personalities in the department who tend to try and orchestrate meetings. The team went through each step and ended up with a fantastic idea for a new chocolate candy bar from one of the quieter team members. The marketing team will present the idea for a popcorn chocolate bar to the CEO. The engineering team is meeting later in the day to try a different group decision-making technique.

The Delphi Technique

The Delphi technique consists of the use of surveys to develop a final solution. A team of experts create a survey that is administered to the team. After each round of surveys, new questionnaires are created and administered until a final solution is able to be rectified. This technique is good for creating numerous alternatives, seeking additional information, developing new ideas and gathering many expert opinions.

A company seeking ideas for new products wants to generate as many ideas as possible from a group. Which group decision technique will they MOST likely use?

- Nominal
- Delphi
- Brainstorming
- Multiple

- Diversified

What are the three types of group decision making?

- Delphi, Questioning, and Nominal
- Brainstorming, Storyboarding, and Multiple
- Nominal, Delphi, and Brainstorming
- Nominal, Multiple, and Diversified
- Investigative, Delphi, and Brainstorming

The marketing manager at Speedy Cellular has just sent her analysts a third survey about advertising ideas for a new cellphone. Which group decision technique is she applying?

- Nominal
- Brainstorming
- Delphi
- Integrative
- Business Questioning

Lesson12: Group vs. Individual Decision Making: When to Use Each

Deciding when to use group versus individual decision making involves the factors of power, complexity, and structure. Explore the idea of going with the herd, the advantages and disadvantages of decision making, and when to use each model.

Go With the Herd

Every time I watch an old Western on television, there is at least one scene of a cattle drive. All the cattle moving together in one direction, being herded in the destination the cowboys want them to go. On occasion, we see a cow break from the herd and go out on its own, and it is usually tracked down and brought back to the herd. Now, it may not seem like much, but in many ways, this is an example of individual decision making versus group decision making. That one lone cow thought to herself: 'I am going to go over here and get away from the group.' Until that point, every decision the herd made, that cow followed.

Advantages and Disadvantages

In business, decisions are an everyday occurrence. The challenge we all face is when to make decisions based on group input as opposed to making a decision on individual input. There are advantages and disadvantages to both concepts, and truth be told, neither is really right or wrong.

You see, if we make a decision as a group, we are getting a consensus, which a cohesive, agreeable decision is made by more than one person. This consensus takes into account the different viewpoints, backgrounds and perspectives of the individuals that made the decision. Truly, it is a team decision and one that can bring individuals in an organization together to fix a common problem. Contrary to that, we have consultation, and it represents one person getting feedback from the group but making a decision on his or her own. While we are still using a group to help us make a decision, the final decision is made by one person and not by the group, thus there is no consensus being reached.

One person can make a decision much quicker than a group, but the information used to make that decision is limited to that one person and his or her perspective on the issue. In some cases, that can be a positive, as the decision needs to be made quickly, or the decision only requires one person to be accountable for making it, thus a consensus is not required.

A cohesive, agreeable decision made by more than one person is called a:

- Consensus
- Consultation
- Complexity
- Challenge

A _____ represents one person getting feedback from the group but making a decision on his or her own.

- consultation
- consensus
- complexity
- challenge

When to use group or individual decision making really comes down to these factors:

- Power, Complexity, Structure
- Power, Consensus, Structure
- Sales, Marketing, Power
- Power, Consultation, Structure

Lesson13: Encouraging & Facilitating Positive Change

The world can be changed within the classroom, once the teacher encourages positive change. This lesson explains how to create and evaluate change as well as overcome obstacles.

Changing the World Within the Classroom

Before heading to school, you likely begin your day with a cup of coffee and the newspaper. Some reporting you may find interest in, such as stories in the gardening or sports sections. Of course, you can't miss the most recent crisis in the world. Whatever the catastrophe may be, you might believe there is nothing you could do to change the world. However, you CAN change the world. You just need to change the world within your classroom. As Taliban survivor and Nobel Laureate Malala Yousafzai once stated, "Let us remember: One book, one pen, one child, and one teacher can change the world." When students grow up in an environment that supports their beliefs and raises them to be good individuals, they will want the same in whatever environment they come across. Educators should encourage and even facilitate positive change within their classroom environment. By doing this, the crisis of the world could change, and individuals can start respecting one another. Teachers should never underestimate the power they possess within the classroom.

How Educators Encourage Positive Change

When it comes to changing school environments, it is important for all teachers to understand that it begins first in the classroom. If students are given support to be positive within all the classrooms, the students cannot help but be positive throughout the school. This seems easier said than done, but by following the steps listed below, it may be quite possible:

1) Be the Example: For students to become positive, they need to see what positive character looks like. If every teacher sets a prime example, students can model off their behavior whenever certain situations arise. For example, a teacher who is having a frustrating day can show patience and joyfulness to his/her students. This does not mean the teacher can never have a bad day. It just means that they should learn to control their feelings to help those around them. Students who see this example, especially the joy you give, will want to imitate this behavior.

2) Set the Boundaries: Just as the world needs laws to keep everyone safe, the classroom is no exception. When there are rules and expectations, students will have a safe environment where they feel support and love. Teachers should explain the rules and expectations at the beginning of the year. Also, rules and expectations should be simple, not complex. There is always a temptation to make a million rules that cover every aspect of life. However, this could make matters worse because the students may think you are policing them around rather than letting them live life. When writing rules and expectations, keep to less than 10 points and make sure they are positive. Never state, "Don't be unprepared for class." Rather, say "Be ready at the beginning of class." Positivity leads to better outcomes.

3) Help the students understand themselves and others: Most problems that occur within a classroom (or outside the school) are a result of students not understanding themselves and others. When problems occur, there is a lack of understanding about why the situation occurred. For example, Jimmy is isolating himself from his best friend. His best friend may think that Jimmy hates him. Rather, Jimmy is upset because his parents are going through a divorce. Teachers should encourage their students to understand others and themselves. One way to help students understand themselves is by taking a personality test that helps them understand why they love certain things and tend to take certain actions. Having students share their personalities will help each student see how different but similar other students could be. Also, teachers should give students multiple opportunities to share their thoughts in

a nonjudgmental setting. This allows students to express their thoughts and openly communicate to other students what their thoughts are, which in turn will create relationships among the students.

Evaluating Change

Some schools have decided to add character to report cards; many of the schools wanted to emphasize the importance of character within the classroom. Without positivity, effort with work and kindness towards others may be forgotten. When evaluating behavior, teachers should use a rubric, or grading criteria with number values, to score each student's attitude and effort. The rubric should show what teachers expect of students.

Where does positive change in the world need to begin?

- Government
- Foreign Countries
- Classroom
- Bad Individuals

Teachers should _____, a step that means educators should set a prime example on how to be positive in every situation.

- Be the Example
- Set the Boundaries
- Help the students understand themselves
- Help the students understand others

Expectations and rules should be _____.

- Negative and specific towards students.
- Positive and supportive of each individual.
- Critical and harsh towards students.
- Empathetic and unsupportive of each student.

Lesson14: Management Techniques & Group Process Skills for School Administration

In this lesson, you will learn how you can use group process skills, strategies, and methods to support a highly effective collaborative culture in your school.

Collaborative Counseling

Two heads are better than one. Is this always true? Some would argue to the contrary. However, when implemented successfully, collaboration between team members can have a positive impact on any organization. The truth is, one individual (no matter how intelligent or experienced) can't possibly see every possible perspective. This is why effective leaders solicit feedback from a variety of people before implementing change, challenging the status quo, or evaluating successes or failures of a program. By structuring the collaborative processes, leaders can capitalize on the diverse talents and perspectives of their teams.

What Are Group Process Skills?

Group process refers to how team members of an organization work together to complete an assigned task. Group process skills, therefore, are the skills that one demonstrates to successfully collaborate with other team members. These skills include: active listening, conflict resolution, decision-making, and direct communication. Today, you will explore some examples of group processes and ways in which school administrators can successfully influence change by demonstrating these skills.

Building Your Group

The first step is establishing the members of the group. In order to incorporate multiple perspectives, you must ensure that your group is comprised of a variety of individuals across your organization. Think about your objective first.

If, for example, you wanted to implement an employee recognition program, it would not be wise to develop a group or committee comprised only of school administrators. How will you capture what the employees really want? In this case, you should make sure that your group has at least one representative from each group of employees (teachers, paraprofessionals, janitorial services, cafeteria workers, etc.).

Develop Group Roles

The next step in the process is assigning roles within the group. Depending upon the need, you can have as many roles as you wish to assign. Following are some basic group roles and their correlating responsibilities.

Facilitator: The facilitator is the leader of the group. He or she guides the discussion, following the agenda for the meeting. Often, the facilitator is responsible for bringing copies of the agenda and any other necessary materials for the meeting. The school administrator does not have to serve as the facilitator.

Time Keeper: The time keeper is responsible for (you guessed it) keeping time throughout the meeting. This does not only apply to start and end times. A well-crafted agenda will include the estimated amount of time that should be spent on each item. The time keeper makes sure that this time schedule is followed.

Scribe: The scribe, or recorder, takes notes during the meeting. These notes are then transferred to meeting minutes. The scribe is responsible for sending out meeting minutes to the group. This keeps the group members informed and provides a way to track progress toward goals.

Conflict Miner: This role can be very important, especially when tackling sensitive subjects. Not all group members will agree on the approach to solve the problem or complete the objective. The conflict miner should be able to mediate between group members, all the while ensuring that the discussion is focused on solutions, not problems.

As the educational leader, it is your responsibility to assign these jobs and delegate tasks as you see fit. Consider every group member's strengths and weaknesses when you are assigning group roles. If, for example, you have a group member who is very reserved and hesitant to lead a conversation, it would not be wise to assign this employee the facilitator role. Likewise, a highly combative person would not likely be a very good choice for the role of conflict miner.

You may not have a job for every committee member. That's okay. These roles can be consistent or fluid, depending upon the characteristics and needs of the group.

Group Process Methods

There is a wealth of information available about different group process strategies. Following is a list of group process methods, which can be implemented with relative ease.

Interactive Brainstorming

Interactive brainstorming is a technique through which collaborative decision-making takes place. During an interactive brainstorming session, group members make spontaneous suggestions and comments about how to achieve a particular goal or solve a problem. The agenda is generally vague, promoting creativity and limiting restrictions in their thought processes.

Which of the following is NOT an example of group process skills?

- active listening
- conflict-making
- decision-making
- conflict resolution

When considering group roles, the _____ is the leader of the group.

- Facilitator
- Administrator
- Time Keeper
- Conflict Miner

The _____ is able to mediate between group members, all the while ensuring that the discussion is focused on solutions, not problems.

- Scribe
- Conflict Miner
- Time Keeper
- Facilitator

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