

The Enabling Power of Assessment 2

Series Editor: Claire Wyatt-Smith

Shelleyann Scott

Donald E. Scott

Charles F. Webber *Editors*

Assessment in Education

Implications for Leadership



Springer

The Enabling Power of Assessment

Volume 2

Series editor

Claire Wyatt-Smith Faculty of Education and Arts, Australian Catholic University,
Brisbane, Queensland, Australia

This series heralds the idea that new times call for new and different thinking about assessment and learning, the identities of teachers and students, and what is involved in using and creating new knowledge. Its scope is consistent with a view of assessment as inherently connected with cultural, social practices and contexts. Assessment is a shared enterprise where teachers and students come together to not only develop knowledge and skills, but also to use and create knowledge and identities. Working from this position, the series confronts some of the major educational assessment issues of our times.

More information about this series at <http://www.springer.com/series/13204>

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Editors

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Contents

Part I Assessment in Education: Implications for Leaders

1	Student Assessment in a Civil Society	3
	Charles F. Webber and Shelleyann Scott	
2	Assessment as a Dimension of Globalisation: Exploring International Insights	27
	Donald E. Scott	
3	Monitoring, Accountability, and Improvement, Oh No! Assessment Policies and Practices in Canadian Education	53
	Don A. Klinger	
4	Fairness in Educational Assessment in China: Historical Practices and Contemporary Challenges	67
	Xiaomei Song	
5	Concerns with Using Test Results for Political and Pedagogical Purposes: A Danish Perspective	91
	Jens Dolin	
6	Redefining Assessment in Contemporary Classrooms: Shifting Practices and Policies	113
	David F. Philpott	

Part II Assessment at the District/School Leadership Level

7	Current Policies Surrounding Assessment in Alberta: Future Implications	137
	E. Nola Aitken and Art J. Aitken	
8	Leading Assessment: The Triple-A Framework for Educational Leaders	175
	Johanna de Leeuw	

Part III Leadership Assessment-Related Knowledge and Behaviours

**9 The Assessment KSA Learning Journey:
Expanding the 4L – Life-Long Learning Leader – Framework..... 203**
Shelleyann Scott, Donald E. Scott, and Charles F. Webber

10 Grading and Reporting Student Learning 231
E. Nola Aitken

**11 Principal Leadership and Challenges
for Developing a School Culture of Evaluation 261**
Maria Luz Romay, Constance Magee, and Charles L. Slater

**12 Formative Assessment in High School Communities
of Practice: Creating a Culture of Inquiry,
Introspection, and Improvement 285**
Dianne Yee

Index..... 311

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About the Editors and Contributors

Editors

Dr. Shelleyann Scott is a Professor in the Leadership, Policy, and Governance specialisation in the Werklund School of Education, University of Calgary. She has held numerous leadership roles in Canada and Australia including most recently Associate Dean, Professional and Community Engagement and Director of Graduate Programmes. Shelleyann's work experience spans the contexts of business, government, and medical research and includes tertiary and secondary contexts, professional development, quality assurance, district school leadership, and includes serving in the capacity of business and government consultant. Her research interests include capacity building of leaders, educators, staff, and organisations within the contexts of K-12 and higher education, and promoting instructional capacity that encompasses pedagogical strategies, assessment approaches and practices, and learning technologies. Shelleyann has published numerous articles and book chapters and serves on a number of editorial boards.

Dr. Donald E. Scott is EdD Programme Coordinator for Leadership in Post-secondary Contexts, Werklund School of Education, University of Calgary. He is an Assistant Professor in the Leadership, Policy and Governance specialisation. His professional experience includes serving as a university educator, school teacher, and school network administrator. His research interests encompass post-secondary teaching and learning, professional development of teachers and faculty, school and university leadership development, and ICT integration within educational environments. He has authored many journal papers and chapters and is on the editorial board of a number of journals.

Dr. Charles F. Webber is Professor and Dean, Faculty of Continuing Education and Extension, Mount Royal University, Calgary, Alberta, Canada. His current research interest focuses on the influences of school leaders on student achievement and on cross-cultural leadership development including technology-mediated

leadership development. During his career as an educator he has served as a classroom teacher, curriculum consultant, principal, professor, associate dean, and dean. His work appears in international and national journals and he has served as invited presenter in conferences, seminars, and workshops in North America, Europe, Asia, Africa, the Middle East, New Zealand, and Australia. He has previously served as academic editor of *Educational Forum*, a scholarly journal published by the American educational honour society *Kappa Delta Pi* based in Indianapolis.

Contributors

Art J. Aitken is a life member of the College of Alberta School Superintendents (CASS), having been a school system executive for 12 years. Dr. Aitken is an acknowledged expert in the fields of educational leadership, instructional supervision, student assessment, and teacher evaluation. He has written extensively and presented frequently on these and other leadership topics.

Art spent the most recent years of his career as a university instructor at The University of Lethbridge devoting his time to the educational leadership masters' programme and to teacher preparation. While serving as Superintendent of Prairie Land Regional School Division, Art and his senior leadership partner worked with his board to enhance learning and strengthen community partnerships in Prairie Land. Before coming to Prairie Land in 1997, Art served as the Superintendent of the former Rangeland School Division for 3 years.

At the school level he was a secondary principal for 9 years, a junior high principal for 4 years, an elementary principal for 3 years, and an assistant principal in five different Alberta schools. He has also done school system evaluation work and has served as a consultant in South Africa. Art worked as a teacher and educational leader for 47 years.

Art is enjoying retirement with his wife Nola, splitting his time between Phoenix and Lethbridge, Alberta. He enjoys golf, duplicate bridge, and he likes to maintain his fitness level.

E. Nola Aitken began her career as a schoolteacher teaching students from Kindergarten to Grade 9 for over two decades. Following her teaching career she was a Mathematics Test Development Specialist and was further involved in the Diagnostic Mathematics Programme for 5 years at the Student Evaluation Branch, Alberta Education, Canada. Following her work in those two areas, she taught assessment and evaluation of student learning in undergraduate and graduate programmes from 1992 to 2011 in the Faculty of Education at the University of Lethbridge, Alberta. Nola's research areas were student assessment, mathematics education, and higher education.

Nola has received several research grants including an award of a \$40,000 research grant to serve as Director to establish the Centre for Assessment Research in Education (CARE). In addition, she received a \$43,000 Social Sciences and

Human Research Count grant for her study on *Native Reserve Students' and Native Public School Students' Ways of Knowing and Doing Mathematics*. Also, Nola was part of a tri-university research team funded by Alberta Education to investigate assessment practices in Alberta.

Nola has published two co-edited books and several journal articles and book chapters on assessment, mathematics education, and higher education.

Since she retired as Professor Emerita in 2011, Nola has continued to write in the education field and has pursued recreational activities such as music, art, and golf in Alberta and Phoenix.

Jens Dolin is Head of Department of Science Education at the University of Copenhagen. His research areas are teaching and learning science (with focus on the development of competencies) and organisational change (reform processes, curriculum development, and teacher conceptions). He has participated in and been leader of a number of Danish and international science education research projects (including FP7-projects such as S-TEAM and Mind The Gap about inquiry based science education) and is member of a number of Danish and international boards and organisations. After a long career as a high school teacher in physics and geography (involving development work and part-time teaching at university), he gradually drifted into research and employment in higher education and involvement in educational policy with emphasis on science education.

Johanna de Leeuw is the Director and Assessment Research Consultant for Visible Assessment for Learning Inc., a professional learning organisation dedicated to promoting innovative inquiry and student peer and self-assessment strategies in critical thinking and writing. Johanna completed her Ph.D. in assessment and instructional design and her MA on musically gifted adolescents at the University of Calgary where she is teaching a winter session graduate course in Gifted Education. For Calgary Board of Education (CBE), Johanna held positions as System Assistant Principal (where she coordinated the CBE's Alberta Initiative for School Improvement Cycle 5 project), Research Specialist, English Curriculum Leader, humanities teacher, music and fine arts specialist. She has had over 30 years of teaching experience at all grade levels, both with the Calgary Board of Education and Mount Royal Conservatory of Music (now University) Calgary. Johanna continues her professional development throughout Alberta in cross-jurisdictional, collaborative assessment practices at the high school level. Johanna has presented at numerous refereed (Canadian Society for the Study of Education, John Hattie's Visible Learning^{plus} in Australia, Alberta Assessment Consortium) and non-refereed conferences on the assessment of writing. Johanna is currently designing and developing *PeerVision*®, a formative assessment software application for self and peer assessment.

Don A. Klinger is a Professor in Assessment and Evaluation at the Faculty of Education at Queen's University, Kingston. He has a strong background in quantitative research methods and psychometrics, including Classical Test Theory, Item

Response Theory, Generalisability Theory, and Hierarchical Linear Modelling. Dr. Klinger is particularly interested in the methods we use to evaluate students and the subsequent decisions, practices, and policies that arise from these assessment practices. His research also explores the evolving conceptions of formative and summative assessment, the uses of classroom assessment to inform teaching and learning, and the ways in which large-scale assessments and databases are used to inform educational policy and practice. Ongoing funding and research projects have enabled Dr. Klinger to work on building stronger research collaborations and communication between the research community and practising educators. Dr. Klinger is a founding member of the Assessment and Evaluation Group at Queen's University. He is the co-chair of the task force revising the Classroom Assessment Standards on behalf of the Joint Committee on Standards for Educational Evaluation.

Constance Magee is the principal at Lindbergh Middle School in Long Beach and teaches part-time in the Education Administration programme at California State University, Long Beach. She has been a middle school principal in Long Beach for the past 8 years. She has also served the district as a mentor principal, an assistant principal, curriculum coach, and classroom teacher. She received her Ed.D. and M.A. from the California State University, Long Beach, and her B.A. from University of California, Irvine.

Her dissertation was condensed into a book chapter in collaboration with Dr. Charles Slater, and was recently published in *Advances in Educational Administration*, vol.19.

Her research has focused on the experiences of new principals and the change processes needed to improve struggling urban schools. She has also explored administrative mentoring relationships and support systems for new principals.

David F. Philpott can best be described as a tireless advocate for vulnerable children and their families, having enjoyed a 30-year career in education and community activism. In his activities ranging from involvement in the closure of Exon House, the province's last residential facility for children with disabilities in the mid-1980s to recent pan-Canadian research projects, he has been at the forefront of informing societal approaches to supporting families with exceptional children. He joined MUN's Faculty of Education in 2000 following a 15-year career in the public education system. He has served in a wide range of teaching and management positions in special education, including private consulting/counselling and educational assessment. He was promoted to Full Professor at Memorial University in 2011 and also maintains Adjunct Professor status with the Faculty of Medicine, University of Calgary, where he teaches child-centred, family-focused support planning. His research has informed provincial and territorial models of special services, including Nunavut's approach to inclusive education and Newfoundland's recent review of support services. He led the project that resulted in the Innu's attainment of self-government and the development of a bi-cultural model of education for their children. He has been involved in countless provincial and national organisations and is an international speaker on approaches to supporting children and families

and a recognised advocate for vulnerable youth. He was actively involved in a 2011 national report on early child care (Early Years Study 3) through his involvement with private family foundations. His latest work with vulnerable children has led to his involvement in Memorial Universities Teaching and Learning Framework as lead researcher on supporting academically at-risk students. While his contribution to knowledge creation and dissemination has been outstanding, he continues to maintain a private practice working with children, which grounds him in the reality of families and directs his research and teaching. He holds degrees in Education, Special Education and Educational Psychology from Memorial University and a Doctorate of Education from the University of Calgary.

Maria Luz Romay is currently an Associate Professor at the University of the Incarnate Word in San Antonio, TX. She previously taught in several institutions of higher education in Mexico, notably at Iberoamericana University (1986–1996) and the National Polytechnic Institute (1984–1993), both located in Mexico City. She has also collaborated with universities at the international level, conducting seminars and workshops in Honduras, Peru, Taiwan, and the USA. She received her Ph.D. from Loyola University of Chicago, her Masters in Educational Research from Iberoamericana University, and her B.A. from the National University of Mexico (UNAM).

Her professional career has focused on teaching in diverse graduate programmes both in education and business, where she taught courses related mainly to research methodologies, planning and evaluation in education, organisational development, and curricular planning and evaluation. Dr. Romay has worked in research projects at the national level in Mexico, and has collaborated as a consultant for public and private organisations and community programmes.

She has published several articles and book chapters related to topics such as programme evaluation, leadership in educational institutions, assessment of faculty performance, and accreditation processes, as well as theory and practice of administration in social and educational organisations. Her latest academic work has been in collaboration with Dr. Isaias Alvarez, a book in Spanish entitled *Challenges for Developing a Culture of Evaluation in Educational Institutions*, which is still in process for publication.

Charles L. Slater is Professor of Educational Leadership at California State University, Long Beach. He previously served as a professor at Texas State University, San Marcos, and was superintendent of schools in Texas and Massachusetts. He received his Ph.D. from the University of Wisconsin-Madison, his MAT from Occidental College, Los Angeles, and his B.A. from the University of Minnesota.

He has published widely on educational leadership including articles in: the *Educational Administration Quarterly*, the *Journal of Educational Administration*, the *Educational Forum*, *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, the *Journal of School Leadership, Education and Society*, the

International Journal of Leadership in Education, Educational Management and Leadership, and Revista Mexicana de Investigación Educativa.

His research has focused on what is needed for successful leadership in the USA, Mexico, Costa Rica, and Spain with special attention to educational administration preparation. Much of this work has been conducted with the International Study of Principal Preparation (ISPP), a collaboration of researchers in 13 countries.

Xiaomei Song is a Senior Research Associate and Instructor in the Office of Institutional Effectiveness at Georgia Southern University. She undertook her doctorate at the Faculty of Education, Queen's University, Ontario, Canada. Before her academic studies at Queen's University, she worked as a university professor in China and was intrigued by the complex interplay between assessment and student achievement in the Chinese context, where testing played a major role in the classroom as well as high-stakes decision-making involving admission, aptitude, and certification. Stimulated by her observation and experience, she pursued a Master's and Doctorate in Educational Psychology at Queen's University with the major in Educational Assessment and Evaluation. Her primary research interests include validity and fairness of internal and external assessment activities, the role of testing, assessment, and educational programmes in academic and professional settings, learner characteristics on learning outcomes and performance, and research methodologies. She has been particularly interested in exploring concrete ways in which quantitative and qualitative methods of inquiry can be used in concert to inform a deep understanding of the testing culture in China and in other countries. Her research has led her to be aware of, acknowledge, and pursue the epistemological implications in the use of different research methodologies, especially in the area of testing. She has published articles in the *Journal of International Migration and Integration*, *Asia-Pacific Journal of Teacher Education*, and *Language Assessment Quarterly*.

Dianne Yee has been with the Calgary Board of Education (CBE) since 2004 and is currently the Director of Area III. During her career she has worked in five school districts in Alberta and Saskatchewan, serving as a teacher, resource teacher, counsellor, assistant principal and principal. In addition, Dianne has worked as a sessional instructor for the University of Regina, the Saskatchewan Institute for Applied Science and Technology, and the University of Calgary. She began her work with CBE as principal of Lord Beaverbrook High School and has held CBE district positions as System Principal for Secondary Schools, Director of Instructional Design and Assessment and Director of Area I. Her academic credentials include a Bachelor of Education, a Master of Education in Educational Psychology and Counselling, and a Doctor of Philosophy in Educational Leadership and Educational Technology.