

Sensible Assessment Practices Webinar Series: Master Collection of Resources

This document provides an unabridged and annotated list of resources included in the Sensible Assessment Practices Webinar Series. Foundational resources are categorized first, followed by resources referenced in the webinar. Additional relevant ancillary materials related to webinar topics are also provided.

Foundational Resources:

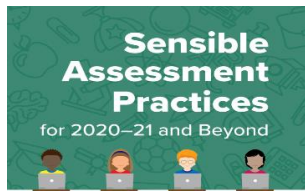
- ▶ [Sensible Assessment Practices for 2020-21 and Beyond](#) This document offers guidance to educators on how they can “assess” their incoming students when schools re-open without necessarily having to “test” them. The assessment and instructional practices in this document are intended to apply to all students, including students with disabilities and English learners.
- ▶ [Plan for Reimagining CT Classrooms for Continuous Learning](#) The purpose of this document is to provide a framework for developing local Continuous Learning Plans to support the reopening of schools, allowing for continuity of learning.
- ▶ [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#) This is intended to be a fluid document that will evolve based on the public health data trends as well as an understanding of the best way to mitigate the spread of COVID-19.
- ▶ To close the digital divide in Connecticut and empower students across the state to learn from home, Governor Lamont recently announced this initiative [Everybody Learns Initiative](#) to fill any device and/or connectivity gaps that may still remain.

Start of the School Year

Webinar Specific Resources:

Webpages

- ▶ [Maslow’s Hierarchy of School Needs](#): This is a graphic representation of student’s educational needs.
- ▶ [Using Data inquiry Cycles](#): This resource describes the cyclical process for analyzing and acting on data.
- ▶ [Student Assessment Main Web Page](#): Topics include Smarter Balanced Assessments, Next Generation Science Standards (NGSS) Assessment, the Connecticut SAT School Day, the Alternate Assessment System, the English Language Proficiency Assessment, the Connecticut Physical Fitness Assessment, and the Kindergarten Entrance Inventory.
- ▶ [COVID-19 Resources for Families and Educators](#): CSDE resources including a Professional Support Series, guidance documents, Partners in Education, federal information, self-care and mental health supports, and more.
- ▶ [CCSSO RESTART & RECOVERY: Considerations for Teaching & Learning OVERVIEW](#), Council of Chief State School Officers, 2020. This document provides guidance to state and district school leaders on the planning for returning to school this 2020-21. They provide a variety of recommendations, vetted tools, and resources that can be adapted to meet local needs.
- ▶ [Special Education Resources for Educators](#): CSDE guidance and resources that focus on the needs of special education students.
- ▶ [English Learners](#): This web page offers CSDE guidance and support for English Learners.



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- ▶ [Parent and Family Resources](#): This CSDE web page is a collection of learning resources that offer guidance for parents and families.
- ▶ [Power Up Your Parent-Teacher Communication](#): Commonsense.org offers teachers a communication platform with downloadable checklists, worksheets, and toolkits that make parent/family communication easy, organized and seamless.
- ▶ [My PBL Works](#): A website providing descriptions, resources, and examples for Project Based Learning.
- ▶ [Principles for Formative Assessment](#): A website that describes the principles of effective formative assessment with additional resources including tools, professional development and research.

Articles

- ▶ [Data-Driven Decision Making in Education: 11 Tips for Teachers & Administration](#): This article recommends 11 tips to incorporate when making decisions based on data.
- ▶ [The 12 Shifts for Student-Centered Hybrid Environments](#): An article including examples describing the key shifts from in-person to hybrid learning environments.
- ▶ [25 Questions to Guide Project Based Learning](#): An article that identifies key considerations for academic planning and lesson development.
- ▶ [Actualizing Connecticut Classrooms for Continuous Learning: Guidance and Tools for High-Quality, Equitable Distance Learning](#), Center for Public Research and Leadership: Previously circulated on July 27, 2020, this document provides Connecticut educators with guidance on how to create a remote/distance learning environment.

Video

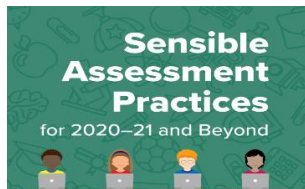
- ▶ [EdSight](#) and [EdSight Introductory Video](#) Information on the EdSight portal providing access to public Connecticut State Education data.

Building a Community

Webinar Specific Resources:

Webpages

- ▶ [Connecticut School Family Partnerships](#): The Connecticut Family School Partnership brings together the expertise and resources of five diverse educational and family advocacy agencies committed to developing a Connecticut family engagement model that creates a culture of full, equal and equitable partnerships between families, educators, and community partners to elevate student success.
- ▶ The TIES Center developed a framework for [building student engagement](#) with distance learning for students who learn differently. TIES also released resources on [morning meetings](#), [collaborative behavioral supports](#), and [effective specially-designed instruction](#).
- ▶ [The TIES Center](#): TIES Center is the national technical assistance center on inclusive practices and policies.
- ▶ [Cedar Center's Virtual Tool Kit](#): Resources to support teaching online.



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- ▶ [CCSSO COVID -19 Parent and Community Engagement Resources](#), Council of Chief State School Officers, 2020. Developed for educators, this resource provides resources and sample templates that support staying connected to families and enhancing community engagement.

Articles

- ▶ [How to Build an Online Learning Community \(In 2020\)](#). Learn Worlds, April 28, 2020. Defines an online learning community and gives 8 tips to building your own online community.
- ▶ [5 Virtual Ways to Build a Classroom Community](#) PBS, April 1, 2020. Provides teachers with examples of activities for synchronous and asynchronous teaching and for building community in a virtual classroom.
- ▶ [When Kids Return to School, Kids May Have More Agency. Are We Ready?](#) ASCD, July 20, 2020. This article presents student views on remote learning and discusses the benefits of remote learning.
- ▶ [Top tips for teachers on engaging parents in learning](#) The Guardian, June 28, 2015. This article provides suggestions from various schools about how to engage parents in the learning process.
- ▶ [Parental Involvement: A Neglected Resource](#) ASCD, September 23, 2013. This article provides insights and considerations for improving parent/teacher communication.
- ▶ [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#): Resource developed by the American School Counselor association and the National Association of School Psychologists, 2020.
- ▶ [How Mindfulness Can Help During COVID-19](#): Article sharing tips to calm anxiety during difficult times. (Available in Spanish)

Videos

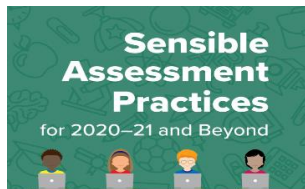
- ▶ [Mindfulness for Educators](#): This webinar, hosted by Sanford Harmony, captures the power of mindfulness to increase engagement and emotional intelligence in your classroom. Dr. Christopher Reina discusses the crucial ties between mindfulness and social emotional learning, as well as how self-awareness benefits both educators and students.
- ▶ [Emotional Intelligence and Resiliency: Teaching during COVID-19](#): This webinar, hosted by Sanford Learning, is for educators who are struggling with the transition to remote teaching. Dorina Sackman-Ebuwa is an expert in building relationships and encourages educators to B.E.L.I.E.V.E.!® - Be the Educators who Lead to Inspire and Empower Via Example!

Beginning with Units Designed for Success

Webinar Specific Resources:

Webpages

- ▶ [The CT Learning Hub](#): This free and interactive site, located on the CSDE main page, provides access to curated tools and resources to accelerate learning and advance equity, in both on-line and off-line learning.
- ▶ [Smithsonian Learning Lab - Design it Yourself](#): This lesson shows students how to design a mini-exhibit about themselves using items they own.



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- ▶ [Universal Design Guidelines](#): This document, offered by CAST, includes descriptions of possible activities and the research associated with Universal Design for Learning (UDL) principles.

Articles

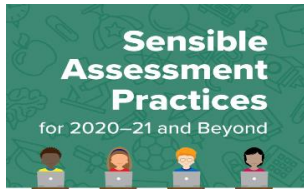
- ▶ [Student Perspectives: the pros and cons of distance learning](#) EdSource, June 3, 2020. Sixteen students from the West Contra Costa school district in Richmond, California, share their opinions on distance learning during the pandemic. (Lexile 1010L-1200L)
- ▶ [Making It Relevant: Helping Students Connect Their Studies to the World Today](#) New York Times, December 6, 2018. This article includes lessons written to accompany New York Time's articles, with engaging ideas for authentic research and project based learning activities.
- ▶ [Students share thoughts on learning from home](#) Cumberland Times News, May 1, 2020. This article includes student accounts of their at-home learning experiences during the pandemic. With a Lexile Range of 1210L-1400L, this text could be paired with *The Fun They Had* by Isaac Asimov, an anchor text used to illustrate a beginner lesson for Grade 5 in the Sensible Assessment Practices webinar *Beginning with Units Designed for Success*.

Videos

- ▶ [The Fun They Had](#): The video of the story by Isaac Asimov being read aloud. There are no captions available for this video.
- ▶ [The Fun They Had](#): A video of the story by Isaac Asimov being read aloud that shows the text during the reading.
- ▶ [The Contrasting Realities of Reopening Schools: Understanding Inequities to Support the Whole Child](#), Sanford Inspires Webinars, July 20, 2020. This webinar is a panel discussion about how to be an inspiring educator while facing challenges during this pandemic.
- ▶ [Antiques Roadshow—Show and Tell](#): (teachingchannel.org). Exemplary video lesson samples to support getting to know your students. (Kindergarten)
- ▶ [Star Student of the Day](#): (teachingchannel.org). Exemplary video lesson samples to support getting to know your students. (Grades K-2)
- ▶ [Our Selves, Our Classroom, Our Families](#): (teaching channel.org). Exemplary video lesson samples to support getting to know your students. (Grade 1)
- ▶ ["Today I am Here:"](#) (Smithsonian Learning Lab) This video project is available in multiple languages, can be customized across all grade levels, and can be completed in-person or remotely. This collection contains assets and resources designed to help teachers (art, English, ESOL, social studies, and media technology), museum educators, and community-based informal learning educators recreate their own "Today I Am Here" project, based on the specific needs of their classroom or learning community.

Other

- ▶ [Text Complexity Placemat: The Fun They Had by Isaac Asimov](#): This document, created by the Connecticut State Department of Education, provides qualitative and quantitative information on *The Fun They Had* by Isaac Asimov, an anchor text used to illustrate a beginner lesson for Grade 5 in the Sensible Assessment Practices webinar *Beginning with Units Designed for Success*.



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- ▶ This ThinkAlong [activity](#) provides an opportunity for students to explore and debate the topic “Should Schools Provide a Laptop and Internet Access for All Students” using a variety of modalities ranging from an NPR audio on How Limited Internet Access can Subtract from Kid’s Education, an article on Online Classes for students without the internet or computers, and a PBS video “Eliminating the Digital Divide.” The topics investigated in this lesson can be aligned to other articles or paired with the anchor text suggested in the *Beginning with Units Designed for Success* webinar *The Fun They Had* by Isaac Asimov.
- ▶ [Making a “Kitchen Memories” Family Recipe and Storybook](#): (Smithsonian Learning Lab) This collection includes an easy-to-do book project designed to get families talking, creating, and enjoying food together. It can be used as a home project, in the classroom (English, art, social studies), or in an informal learning setting, and can be combined with a family interviewing video project.

Instruction and Assessment Cycle **Coming Soon!**

Focusing on Sensible Assessments Year Round **Coming Soon!**