

ADOPT-AN-ANCHOR: INCREASING NATURAL ALIGNMENT IN ALL COURSES

**PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF ASSESSMENT AND ACCOUNTABILITY**



PENNSYLVANIA DEPARTMENT OF EDUCATION TOOLKIT BUREAU OF ASSESSMENT AND ACCOUNTABILITY

The Pennsylvania Department of Education is designing a series of tools to support schools and districts as they plan strategically to meet AYP. Adopt-an-Anchor is one of many tools that the Department of Education has developed to help schools and districts better understand the Assessment System and how it links to quality teaching and learning. In addition to this tool, you can access other tools on the PDE Website at <http://www.pde.state.pa.us/>.

Adopt-an-Anchor is one tool in a series designed to help build a bridge so Assessment Anchors can become reality in middle and high school classroom. The Assessment Anchors for Mathematics and Reading provide greater clarity to the field about the Assessment System and can be used by educators to help prepare students for the Pennsylvania System of School Assessments (PSSA). It is important for teachers and administrators to understand how the Assessment Anchors should be used to drive curriculum and instruction decisions throughout the year and the kind of changes that have been made on the PSSA based on the use of the Assessment Anchors. Adopt-an-Anchor is designed specifically to support teachers and leaders in schools and districts in making solid decisions about using the Pennsylvania Assessment Anchors to drive high-quality, aligned instruction across the curriculum.

This Adopt-an-Anchor booklet includes:

| Section | Description |
|--|---|
| Introduction | |
| Problems with “Reading, Writing, and Math Across the Curriculum” | Describes 3 main problems that need to be addressed |
| Adopt-an-Anchor Overview | Describes 3 step process for addressing 3 main problems |
| Adopt-an-Anchor Directions | Gives specific instructions for carrying out each step in the process |
| Conclusion | |

The entire Adopt-an-Anchor Toolkit is described in detail on page 12 of this booklet and can be downloaded at _____ .

This toolkit was designed by Crawford & Colleagues for the Pennsylvania Department of Education. Adopt-an-Anchor can be used, printed and copied without restriction, but the process and materials are copyrighted and cannot be changed without permission. For more information, contact Crawford_Colleagues@yahoo.com.

ADOPT-AN-ANCHOR: INCREASING NATURAL ALIGNMENT IN ALL COURSES

INTRODUCTION

In middle and high school, we tend to expect English and math teachers to carry the primary load schoolwide for meeting AYP goals. For many schools who struggle with meeting AYP, the job is simply too big to be handled by so few teachers. Teacher time is too short in relation to student needs, as well as the content demand of their discipline. What should we do?

PROBLEMS WITH “READING, WRITING, AND MATH ACROSS THE CURRICULUM”

“Reading, writing, and math across the curriculum” is one time-honored solution to load distribution. We’ve been using the term for years, yet we tend to be rather disorderly in how we approach the process of putting the strategy into play. Thus reality often falls short of our goal — insuring high levels of alignment between instruction and assessment. So we fall back on our original design, expecting English and math teachers to do the yeoman’s share of the work.

There are three main problems with our current approach to reading, writing, and math across the curriculum:

1. The Cinderella Factor: “The shoe has to fit!”

Secondary teachers sometimes see the reading, writing, and math Assessment Anchors as an impediment to teaching their subjects, an intrusion into their curriculum. Quite frankly, at times — perhaps even “often” — they are right. Expecting all reading, writing, and math Assessment Anchors to be taught in all subjects has its problems. Some Assessment Anchors are a good fit, and others have little to do with the subject at hand. The glass slipper simply doesn’t match all feet, no matter how hard we try to force the fit! By compelling everyone to be responsible for all Assessment Anchors, we can inadvertently end up with no one fully responsible for any Assessment Anchors other than English and math teachers.

2. The Swiss Cheese Factor: “The holes have to work for the whole!”

Typically teachers select from the vast array of Assessment Anchors at the individual level. There tends to be little schoolwide orderliness in the process of deciding what Assessment Anchors to teach in each discipline, even less tracking of the decisions that have been made. Sometimes particular Assessment Anchors are emphasized across the school, based on areas of need, but there is typically no systematic system to monitor when and where these highlighted Assessment Anchors are taught. As a result, some Assessment Anchors are relatively ignored — hence the “holes” in the Swiss cheese! Without a tracking system, these holes are invisible, and it’s easy to ignore key Assessment Anchors without meaning to. Without a schoolwide process for negotiating this terrain, there is no way to design instruction that is tightly and strategically aligned with PSSA.

3. The Post-It Note Factor: “Full ownership, not ‘Lick and Stick’!”

If students don’t know how to perform the reading, writing, or math Assessment Anchor being taught, does the teacher stop and teach them how to do it? Often teachers focus on including the reading, writing, or math Assessment Anchor in their lessons, but are not able to stop and teach those Assessment Anchors to students who don’t get it. They literally “stick” the reading, writing, or math Assessment Anchor onto lesson plans where they see a fit, but their focus remains firmly fixed on their own course content — a kind of Post-It Note strategy. As a result, the reading, writing, and math across the curriculum strategy tends to give opportunity for

practice for students who already know how to do the work, while students who don't know how to perform those Assessment Anchors with some degree of skill remain in the dark.

Why does this happen? Among other things, it happens because:

1. Time is short, and every teacher has lots to teach in every course.

Let's look first at why it does NOT happen. It does NOT happen simply because teachers choose to ignore reading, writing, and math Assessment Anchors. If you look at the amount of time available per course, you will see that there are precious few hours of class time, and that time is typically filled to the brim with content. Adding Assessment Anchors that are not a good fit on top of huge content requirements can make the teacher's job impossible.

2. We don't have good strategies for working as a school-wide team.

So why DOES this happen? It happens because we don't have a good strategy for designing a schoolwide system of teaching reading, writing, and math that makes sense. It happens because we don't coordinate as a team.

ADOPT-AN-ANCHOR OVERVIEW

Adopt-an-Anchor is a process for designing and implementing an effective "reading, writing, and math across the curriculum" program. Using the following three simple steps, schools can increase alignment of content-area curriculum and instruction with Assessment Anchors while preserving — even enhancing — the heart of each content area:

Step 1: Make sure the shoe fits! By discipline and/or course, identify Assessment Anchors that are a natural fit for each content area.

You can take on the Cinderella Factor by first identifying Assessment Anchors (including descriptors and eligible content) that are a natural fit within each content area and/or course, then focusing only on that select list. Instead of expecting all teachers to teach all reading, writing, and math Assessment Anchors in all courses, strategically and sensibly identify Assessment Anchors that are a good fit for each subject area and/or course. Eliminate the Cinderella Factor by having teachers adopt only those Assessment Anchors that fit their subject — naturally! By identifying Assessment Anchors that are a "natural fit" for each discipline, you can create shorter lists of key anchors for each discipline/course. The criteria for "adoption" is this: when you adopt an anchor, you are agreeing to teach students to perform that anchor as assessed on PSSA — so if students are not meeting standards, it's your job to teach them to do so. The list is shorter, but you're accepting responsibility for insuring all your students are proficient as measured by PSSA!

Step 2: Make the holes work for the whole! Schoolwide, track the "adoption" of Assessment Anchors, identify orphans, and negotiate adjustments as needed.

Once individual content areas/courses have identified anchors that are a natural fit for their disciplines in Step 1, the next step is to put that separate information together so you can see the whole picture. You take on the Swiss Cheese Factor by getting organized and shifting from individual, independent selection of standards to a coordinated, strategic schoolwide adoption plan. By looking at the list of anchors to see what is adopted — and what isn't — you can create a schoolwide alignment picture. By monitoring the adoption of anchors for specific subjects and courses, you can track gaps and areas of over-teaching. By looking at the weighting system on the state assessment in relation to adoption, you can judge the amount of alignment schoolwide in relation to student achievement needs. By looking at PSSA results in relation to your school

portrait, you can see if and how the “adoption gaps” match PSSA proficiency gaps. When you’re done, you can do a second round of “natural fit” conversations as a group to see where the orphan standards can find the best home. At this point, you are still careful not to over-force the fit. There are strategies other than Adopt-an-Anchor that you can use if you still have orphan anchors in relation to your PSSA-identified needs.

Step 3: Take ownership! Don’t just ‘Lick and Stick’! Design curriculum, instruction, and assessment to teach students to be proficient in all of your adopted Assessment Anchors.

Take on the Post-It Note Factor by accepting responsibility for teaching all students to be proficient on your shortened list of Assessment Anchors, the ones that are a natural fit for your discipline. Once each content area and/or course has their specific list of Assessment Anchors, teachers design instruction focused on ensuring students achieve proficiency in those standards as measured by state assessment. And, if students don’t get it the first time, teachers keep on until they do — the anchors are an integral and necessary part of the discipline, and they get full attention.

By harnessing the synergy of these three steps, schools can take “reading, writing, and math across the curriculum” to the next step. By being analytical and strategic, schools can design a coherent strategy so that all students are proficient, so that all students are equipped with the tools necessary for success as adults.

ADOPT-AN-ANCHOR DIRECTIONS

Roll up your sleeves, and let’s go to work. Here are the specific instructions that will let you “adopt-an-anchor” for your content area and department. Work as a department to see what fits, what might fit, and what is absolutely not related to your content. And then join hands as an intellectual community, put your collective thinking caps on, and make some tough choices. See where you are. Think where you want to be. Make sure the Assessment Anchors are a “natural fit” — because they are yours to teach once the process is done. As they say on the high seas, “Anchors away!”

Step 1: Make sure the shoe fits! By discipline, identify Assessment Anchors that are a natural fit for each content area.

You can take on the Cinderella Factor by first identifying Assessment Anchors (including descriptors and eligible content) that are a natural fit within each content area and/or course, then focusing only on that select list. Instead of expecting all teachers to teach all reading, writing, and math Assessment Anchors in all courses, strategically and sensibly identify Assessment Anchors that are a good fit for each subject area and/or course. Eliminate the Cinderella Factor by having teachers adopt only those Assessment Anchors that fit their subject — naturally! By identifying Assessment Anchors that are a “natural fit” for each discipline, you can create shorter lists of key anchors for each discipline/course. The criteria for “adoption” is this: when you adopt an anchor, you are agreeing to teach students to perform that anchor as assessed on PSSA — so if students are not meeting standards, it’s your job to teach them to do so. The list is shorter, but you’re accepting responsibility for insuring all your students are proficient as measured by PSSA!

Goal: The goal of Step 1 is to identify the list of Assessment Anchors (including Descriptors and specific Eligible Content adopted for each Descriptor) that are absolutely a natural fit for your discipline.

Tools: You will need the tools below to complete this exercise.

TOOLS**WHY?**

| | |
|--|---|
| Large work space, such as a gym or cafeteria, with good tables/surface space for working | Why? You need room to sort cards, and room to spread out to talk as departments/content groups without bothering one another. |
| PDE Reading and Mathematics Assessment Anchor card sets for all grades being addressed | Why? So departments can sort anchors into categories. |
| Erasable colored markers (white-board markers) | Why? So departments can mark the specific Eligible Content that's a fit on each card. |

Instructions:

1. **Gather teams by discipline area.** Later, you can go back and repeat the exercise by course within each discipline if you like, but to start you simply want to deal with each content area as a whole.
2. **Review Assessment Anchors.** Be sure you have full sets of Assessment Anchor cards for each grade you will be discussing in Reading and Math. The cards look like this:

Sample Assessment Anchor Card: Math

| | |
|---|--|
| M11.E Data Analysis and Probability M11.E.2 Select and/or use appropriate statistical methods to analyze data. | |
| M11.E.2.1 Use measures of central tendency to describe a set of data. | M11.E.2.1.1 Find/select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot, or stem-and-leaf plot. M11.E.2.1.2 Calculate and/or interpret the range, quartiles and interquartile range of sets of data. M11.E.2.1.3 Describe how outliers affect measures of central tendency. |

Sample Assessment Anchor Card: Reading

| | |
|---|--|
| R11A Comprehension and reading skills R11.A.3 Analyze how a writer's use of words creates mood, and how choice of words advances the theme or purpose of a fictional passage | |
| R11.A.3.1 Analyze the uses and effects of dialogue, symbolism, and/or word choice as they contribute to the impact of a literary selection. | R11.A.3.1.1 Items may ask students to identify words or phrases that convey a powerful mood; students may not be asked about their personal feelings. R11.A.3.1.2 Items may ask students to draw conclusions about the theme or the author's purpose in relation to selected text elements, e.g. dialogue, symbolism, word choice |

3. **Create a "yes" pile.** Select the Assessment Anchors, Descriptors, and Eligible Content you firmly decide are a natural fit for your discipline. There should be strong agreement in the Step 1

exercise, without stretching. The question you ask over and over is this: “Which are so important that we would teach them if the students didn’t know how to do that?” Put these anchors in a “yes” pile. You are agreeing to teach all students to be proficient on these anchors as measured by PSSA.

Note: There is tendency to select all Assessment Anchors that you use in your discipline, the anchors that students have opportunity to practice within your course(s) rather than those you are willing to own). Careful!!! The term “adopt” means you are willing to teach it to those students who do not know how to do it, and you will ensure they are proficient on PSSA-like assessment items. To start off, stick with the very tight definition of “adoption” for this exercise. You can go back later and do a picture of what students practice in your department, but that isn’t “Adopt-an-Anchor.”

4. **Create a “maybe” pile.** Next, select the Assessment Anchors, Descriptors, and Eligible Content that could possibly fit your discipline — the “maybe” pile. Since the cards are separated by Descriptor, you may have to use a second set of cards — if you have some Eligible Content that falls into the “yes” category and other that falls into the “maybe” category. You are agreeing to consider adopting these anchors in Step 2, if it looks like they are important to your students’ success on PSSA and they are not adopted by others to the extent necessary.

Note: Some of the items that you use most in your discipline, the anchors that students have opportunity to practice within your course(s) rather than those you are willing to own, can go in this category. You can go back later and negotiate adoption versus practice, depending on what the whole school picture shows.

5. **Create a “no” pile.** Finally, select the Assessment Anchors, Descriptors, and Eligible Content that absolutely will not fit your discipline — the “no” pile. Again, since the cards are separated by Descriptor, you may have to use another set of card — if you have some Eligible Content that falls into “yes” and/or “maybe” categories, while other Eligible Content falls into the “no” category. You are saying you will not consider adopting these anchors in Step 2, even if it looks like they are important to your students’ success on PSSA and they are not adopted by others to the extent necessary.

Step 2: Make the holes work for the whole! Schoolwide, track the “adoption” of Assessment Anchors, identify orphans/gaps, and negotiate adjustments as needed.

Once individual content areas/courses have identified anchors that are a natural fit for their disciplines in Step 1, the next step is to put that separate information together so you can see the whole picture. You take on the Swiss Cheese Factor by getting organized and shifting from individual, independent selection of standards to a coordinated, strategic schoolwide adoption plan. By looking at the list of anchors to see what is adopted — and what isn’t — you can create a schoolwide alignment picture. By monitoring the adoption of anchors for specific subjects and courses, you can track gaps and areas of over-teaching. By looking at the weighting system on the state assessment in relation to adoption, you can judge the amount of alignment schoolwide in relation to student achievement needs. By looking at PSSA results in relation to your school portrait, you can see if and how the “adoption gaps” match PSSA proficiency gaps. When you’re done, you can do a second round of “natural fit” conversations as a group to see where the orphan standards can find the best home. At this point, you are still careful not to over-force the fit. There are strategies other than this one (Adopt-an-Anchor) that you can use if you still have orphan anchors in relation to your PSSA-identified needs.

Goal: The goal of Step 2 is to finalize the list of adopted Assessment Anchors — those that are a

natural fit for each discipline while insuring seamless alignment as a whole system to the greatest extent possible. The trick here is to get the highest possible alignment in relation to PSSA-identified needs, while staying within the “natural fit” restrictions established in Step 1.

Tools: You will need the tools below to complete this exercise.

| TOOLS | WHY? |
|--|--|
| Large work space, such as a gym or cafeteria, with good tables/surface space for working | Why? You need room to sort cards, and room to spread out to talk as departments/content groups without bothering one another. You also need room to work together as a whole school. |
| PDE Reading and Mathematics Assessment Anchor card sets for all grades being addressed, with extra sets available if needed. | Why? So departments can record their choices on the Assessment Anchor Banner. Why extra sets? In case the Eligible Content for a particular Descriptor falls into different categories of adoption. |
| Assessment Anchor Banners — 1 each for Reading and Math at each grade level being discussed | Why? So you can create a large visual of what anchors are adopted and what anchors are orphans. You can then use this banner to negotiate changes, adding anchors from your “maybe” categories as necessary. |
| Colored Post-It notes, Post-It dots, or white-board markers, or anything removable | Why? So departments can mark their choices on the Assessment Anchor Banner(s), changing as necessary as the whole school negotiates. |
| Assessment Anchor Tracking System computer file | Why? So you can record the final “picture” from the Assessment Anchor Banner and have a permanent record of your work. |

Instructions:

1. **Hang the Adopt-an-Anchor Tracking System Banner.** Post the tracking system on the wall so department people can reach it to mark their selection(s).
2. **Record your “Yes” selections on the Banner.** Use Colored Post-It notes, Post-It dots, or white-board markers, or anything removable. The chart should be marked at the Eligible Content level of detail. The banner looks like the chart on the following page, with even more columns and departments included:

| Anchor | Descriptor | Eligible Content | English | Social Studies | Math | Science | PE/Health | Etc. | |
|-------------|------------|------------------|-------------|----------------|------|---------|-----------|------|--|
| M11.A.1 | M11.A.1.1 | M11.A.1.1.1 | | X | X | | | | |
| | | M11.A.1.1.2 | | | X | | | | |
| | | M11.A.1.1.3 | | X | X | | | | |
| | | M11.A.1.1.4 | | | X | | | | |
| | M11.A.1.2 | M11.A.1.2.1 | | | X | | | | |
| | | M11.A.1.2.2 | | | X | | | | |
| | | M11.A.1.2.3 | | | X | | | | |
| | M11.A.1.3 | M11.A.1.3.1 | | | No | | | | |
| | M11.A.2 | M11.A.2.1 | M11.A.2.1.1 | | | X | | | |
| | | | M11.A.2.1.2 | | | X | | | |
| M11.A.2.1.3 | | | | | X | | | | |
| M11.A.2.2 | | M11.A.2.2.1 | | | X | | | | |
| | | M11.A.2.2.2 | | | X | | | | |

ADOPT-AN-ANCHOR TRACKING SYSTEM: GRADE 11 MATH

- 3. Compare your adoption profile with your needs.** As a whole group, compare the overall picture of adoption with your PSSA proficiency data, both for all students and for subgroups. Do you have high need and low adoption, or is the balance just fine? Compare the adoption picture with the weighting system of the PSSA Blueprint. Do you have high adoption of low weight items and low adoption of high weight items?
- 4. Regroup, and revisit your “maybe” pile.** Go back into your department groups and re-visit your “Maybe” pile. Is there anything there you could adopt, in light of the needs identified in the schoolwide discussion? Is there anything that your students need to know how to do in order to be successful in your discipline, but you’ve assumed it’s someone else’s job to teach it? Can you move it from the realm of practice into adoption — and be willing to teach students to perform with proficiency as measured by PSSA?
- 5. Record your final adoptions onto the banner, and transfer this information to the computerized version.** Gather again as a whole group and record your final adoption picture. Then copy this information onto the Adopt-an-Anchor Tracking System computer document, so you will have a record you can use.

Note: If the need is high, and the adoption of anchors seems slim in comparison with the need, there are other strategies you can do. For this exercise, however, it’s key that you identify only those anchors you are willing to teach. If you adopt anchors to make the chart look better, but really aren’t committed to teaching them fully (including PSSA-like

assessments), then it will defeat the purpose of all this work, and you'll be right back where you started before you had a plan.

Step 3: Take ownership! Don't just 'Lick and Stick'! Design curriculum, instruction, and assessment to teach students to be proficient in all of your adopted Assessment Anchors.

Take on the Post-It Note Factor by accepting responsibility for teaching all students to be proficient on your shortened list of Assessment Anchors, the ones that are a natural fit for your discipline. Once each content area and/or course has their specific list of Assessment Anchors, teachers design instruction focused on ensuring students achieve proficiency in those standards as measured by state assessment. And, if students don't get it the first time, teachers keep on until they do — the anchors are an integral and necessary part of the discipline, and they get full attention.

Goal: The goal of Step 3 is to support departments in accepting responsibility for teaching students to be proficient on every adopted anchor — as measured by PSSA. It is a longer-term piece of work, and it connects to other tools the PDE offers, such as Anchors in Practice.

Tools: You will need the tools below to complete this exercise.

| TOOLS | WHY? |
|---|--|
| Department work space | Why? You need room to talk as departments/content groups to develop a plan for supporting teachers in teaching the adopted anchors. |
| Flip charts and markers for each department | Why? So departments can rough out a plan to take this challenge on, to insure that teachers have the curriculum, materials, programs, training, and supports to teach all students to meet proficiency requirements as measure by PSSA on adopted anchors. |

Instructions:

This final step in Adopt-an-Anchor simply sets the stage for more work using other tools and strategies. This work is ongoing, as you design and implement a cycle of instruction and assessment that leads to student proficiency on PSSA for the anchors you now own.

1. **List adopted anchors for your discipline.** List the anchors you have adopted by discipline/content area so your department can see the task ahead. Design a plan for disseminating the adopted anchors, including specific Descriptors and Eligible Content, to the proper audiences.
2. **Match adopted anchor(s) with specific content that is a “natural fit.”** Use the Adopt-an-Anchor Alignment Grid to decide where and when to focus your efforts.
3. **Select/design instruction.** Develop a plan to locate, select, and (if necessary) design quality teaching materials, programs, and supports. Find ways to locate and select strong spine programs that support your department in teaching students to be proficient on the adopted anchors — as measured by PSSA
4. **Develop a plan to locate, select, and (if necessary) design quality PSSA-like assessments.** Create a plan to locate strong assessments to ensure student proficiency on the selected anchors.
5. **Teach, teach, teach so that students learn, learn, learn!** Finally, keep the focus on student proficiency, not just on teacher delivery. Put the focus on adjusting your instruction until all students are proficient, not just on delivering instruction and moving on, sorting students into

categories of success and failure. Own the anchors, and make sure your students are proficient when they take the PSSA.

CONCLUSION

In summary, secondary English and math teachers cannot continue to carry the primary load school-wide for meeting AYP goals. At the same time, it is important to carefully and strategically select anchors that are a natural fit for each content area, rather than forcing a fit.

This is just the beginning of what you can do, once you have a picture of the adopted anchors by discipline. Among other things, you can:

- Compare your Adopt-an-Anchor school profile to PSSA proficiency, looking in particular for areas of high need and low adoption.
- Compare your Adopt-an-Anchor school profile to the PSSA test blueprint to see how areas of schoolwide emphasis compare with state testing emphasis.
- Within your department or content area, take a more fine-grained look at adopting anchors by specific course to see if and how they should best be distributed through the department.
- Use the short list of adopted anchors as a tool for selecting materials and spine programs.

Make sure Cinderella's slipper is a natural fit for your discipline. Make sure the holes in your Swiss cheese are strategically designed and distributed. Once you've adopted anchors, own them — don't just "lick and stick" them to your lesson plans and move on. Use Adopt-an-Anchor to host this discussion in your schools and districts, and design a "reading, writing, and math across the curriculum" plan that works.

ADOPT-AN-ANCHOR TOOLKIT COMPONENTS

| Item(s) | Description |
|--|--|
| Adopt-an-Anchor Booklet | Booklet that describes the challenges addressed by Adopt-an-Anchor, as well as the instructions for using the Adopt-an-Anchor process. (Adobe Acrobat file included) |
| PowerPoint | PowerPoint presentation to use with groups in rolling out Adopt-an-Anchor. Presentation opens with the introduction from “Context Counts!” to set the stage for the discussion of how time is used on middle and high schools in relation to the goal of a high achievement for all students. It ends with slides that walk participants through the Adopt-an-Anchor process, to be used along with the Adopt-an-Anchor Booklet. (PowerPoint file included) |
| PA Assessment Anchor Index Cards | Four numbered sets of PSSA Assessment Anchor cards (Grade 8 Math, Grade 8 Reading, Grade 11 Math, Grade 11 Reading). These 3 x 5 index cards should be laminated so participants can mark on them with erasable marker, or can be printed without being laminated and used as consumables. |
| PA Assessment Anchor Banner | Large plastic banners that chart the adoption of Assessment Anchors by discipline/content area. They must be large enough for participants to see the overall adoption picture. |
| PA Assessment Anchor Tracking Sheet | Word charts that match the PA Assessment Anchor Banner, used to record the final adoption decisions from the PA Assessment Anchor Banner. |
| List of things you need to have available to support the Adopt-an-Anchor process | <ol style="list-style-type: none"> 1. Colored erasable white-board markers, Post-It Notes, Post-It “dots”, or other removables Anything that can be used to mark on the Assessment Anchor cards as well as on the Assessment Anchor Banner. The key is that the group needs to be able to make changes as the discussion progresses, so don’t use anything permanent. 2. Projector for PowerPoint 3. Flip chart, markers, and tape to support discussion within each working group (department or content area) |