

TPEP Danielson 2022 and Student Growth Goals

October 2024

Connection

In partners or table groups answer the following:

- What's on your mind?
- Think about and and share a “win” you've had recently.
(Personal or professional)
- What is your biggest celebration so far this school year?



Community Agreements

What do you need to have in place to be successful with your learning today?

Ideas:

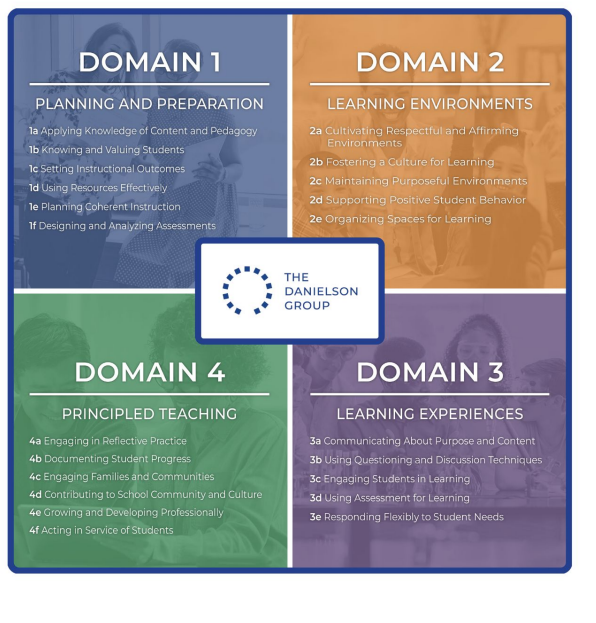
- Be as fully present as possible - mentally active, collaborative.
- Welcome multiple viewpoints; recognize and respect differences.
- Own your intentions and your impacts.



2022 Framework for Teaching

THE FRAMEWORK FOR TEACHING

AT-A-GLANCE



Four Domains of Teaching Responsibility

DOMAIN 1 PLANNING AND PREPARATION	DOMAIN 2 LEARNING ENVIRONMENTS	DOMAIN 3 LEARNING EXPERIENCES	DOMAIN 4 PRINCIPLED TEACHING
1a Applying Knowledge of Content and Pedagogy - Disciplinary Expertise - Pedagogical Content Knowledge - Knowledge of Interdisciplinary Relationships and Skills 1b Knowing and Valuing Students - Respect for Students' Identities - Understanding of Students' Current Knowledge and Skills - Knowledge of Whole Child Development - Knowledge of the Learning Process and Learning Differences 1c Setting Instructional Outcomes - Value and Relevance - Alignment to Grade-Level Standards - Clarity of Purpose - Integration of Multiple Aspects of Student Development 1d Using Resources Effectively - Instructional Materials - Technology and Digital Resources - Supports for Students 1e Planning Coherent Instruction - Tasks and Activities - Flexible Learning - Student Collaboration - Structure and Flow 1f Designing and Analyzing Assessments - Congruence with Instructional Outcomes - Criteria and Standards - Planning Formative Assessments - Analysis and Application	2a Cultivating Respectful and Affirming Environments - Positive Relationships - Sense of Belonging - Cultural Responsiveness - Positive Conflict Resolution 2b Fostering a Culture for Learning - Purpose and Motivation - Dispositions for Learning - Student Agency and Pride in Work - Support and Perseverance 2c Maintaining Purposeful Environments - Productive Collaboration - Student Autonomy and Responsibility - Equitable Access to Resources and Supports - Non-Instructional Tasks 2d Supporting Positive Student Behavior - Expectations for the Learning Community - Modeling and Teaching Habits of Character - Self-Monitoring and Collective Responsibility 2e Organizing Spaces for Learning - Safety and Accessibility - Design for Learning and Development - Co-Creation and Shared Ownership	3a Communicating About Purpose and Content - Purpose for Learning and Criteria for Success - Specific Expectations - Explanations of Content - Use of Academic Language 3b Using Questioning and Discussion Techniques - Critical Thinking and Deeper Learning - Reasoning and Reflection - Student Participation 3c Engaging Students in Learning - Rich Learning Experiences - Collaborative and Teamwork - Use of Instructional Materials and Resources - Opportunities for Thinking and Reflection 3d Using Assessment for Learning - Clear Standards for Success - Monitoring Student Understanding - Timely, Constructive Feedback 3e Responding Flexibly to Student Needs - Evidence-Based Adjustments - Responsiveness and Responsiveness - Determination and Persistence	4a Engaging in Reflective Practice - Self-Assessment of Teaching - Analysis and Discovery - Application and Continuous Improvement 4b Documenting Student Progress - Student Progress Toward Mastery - Shared Ownership - Maintaining Reliable Records 4c Engaging Families and Communities - Respect and Cultural Competence - Community Values - Instructional Program - Engagement in Learning Experiences 4d Contributing to School Community and Culture - Relational Trust and Collaborative Spirit - Culture of Inquiry and Innovation - Service to the School 4e Growing and Developing Professionally - Curiosity and Autonomy - Developing Cultural Competence - Enhancing Knowledge and Skills - Seeking and Acting on Feedback 4f Acting in Service of Students - Acting with Care, Honesty, and Integrity - Ethical Decision-Making - Advocacy

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Note: Danielson Group calls this document the “At A Glance” OSPI calls this the “Smart Card” since WA State already has an “At a Glance” document.

Vision of Student Success



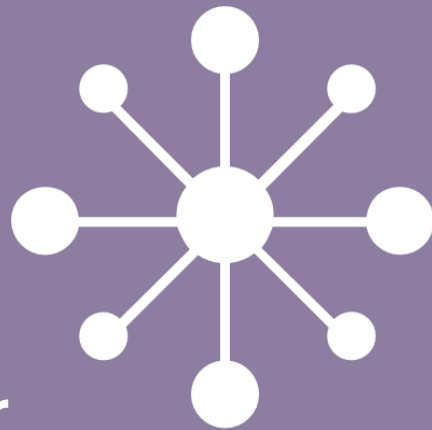
What do you hope for your students?

What does it mean to be a successful graduate of Dieringer's PK-8 systems as it relates to:

- Intellectual development
- Social and emotional development
- Civic-mindedness

Small Groups:

Vision of Student Success

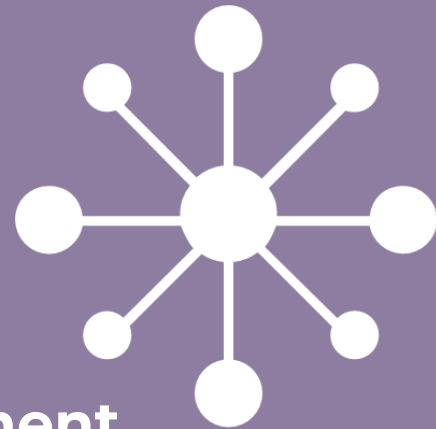


In small groups (2-4), **take turns sharing your Vision of Student Success**

Create a statement of your **collective vision** of student success.

Small Groups:

Vision of Student Success



Decide collectively on 1 Framework component
that strongly represents your collective vision of
student success.

Select a spokesperson.

Vision of Student Success



Share out your Vision of Student Success and how it is aligned to the components of the FFT.

What trends and patterns do we see across the different Visions of Student Success?

How do we ensure our Vision becomes a reality?

A photograph of two young students, a white boy and a Black boy, sitting at a wooden table in an art classroom. They are both focused on painting a small, light-colored ceramic object with a brush. The boy on the left is wearing a white t-shirt and a grey apron, while the boy on the right is wearing a blue and yellow plaid shirt and a grey apron. On the table, there are various art supplies including paint containers, brushes, and a palette. A semi-transparent yellow banner is overlaid across the middle of the image, containing the text "WHEN TEACHERS THRIVE, STUDENTS THRIVE." in white, bold, sans-serif capital letters.

**WHEN TEACHERS THRIVE,
STUDENTS THRIVE.**



Danielson Group - Three Core Beliefs

1

Each and every student deserves **access to quality teaching.**

2

Learning is done by the learner through an **active, intellectual process.**

3

Teaching is incredibly **complex work.**

Agenda: Common Vision of Instructional Excellence

- **A Shared Vision of Instructional Excellence & Student Success**

The underlying philosophies and intent of the Framework for Teaching

- **Components of Instructional Excellence**

How the components of the FFT define instructional excellence

- **The Four Domains of Teaching**

Describing the distinct aspects of teaching



Objectives



- Develop understanding of how the Framework for Teaching (FFT) can provide common language and support **deeper learning for teachers and students**.
- Examine your own work with students and other educators through the lenses of **instructional excellence and equity**.
- Learn how to support a learning culture in schools through **dialogue, collaboration, reflection, and coaching** using the FFT domains and components.

Important Learning

The FFT includes content and conceptual knowledge, intellectual skills and habits, and social-emotional development.

Nature of Learning

The FFT is rooted in a constructivist, inquiry-based, learner-centered approach to classroom instruction.

THE FOUR ASSUMPTIONS

The FFT promotes developmentally appropriate decision-making and culturally responsive practices.

Teaching is Purposeful

We also call this "principled teaching."
Excellent teachers take wise and deliberate action on behalf of students.

Professionalism

Think about how Students Learn

Small group discussion:

- What allows learning to occur?
- How can we center the learner?
- What motivates learners?
- What is the role of a teacher?
- How does this play out in a classroom setting?



2022 Framework

Four Domains of Teaching Responsibility



Domain 1:
Planning and Preparation

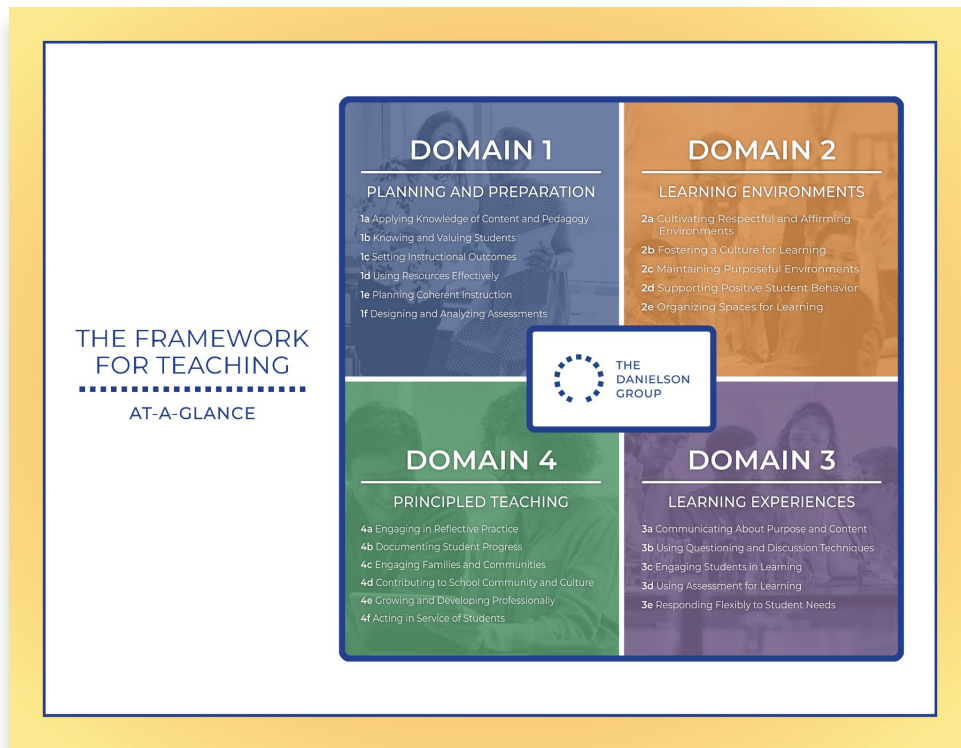
Domain 2:
Learning Environment

Domain 3:
Learning Experiences

Domain 4:
Principled Teaching

Framework for Teaching: Four Domains

- Comprehensive
- Grounded in Research
- Public
- Universal (Generic)
- Coherent in Structure
- Independent of Any Particular Teaching Methodology



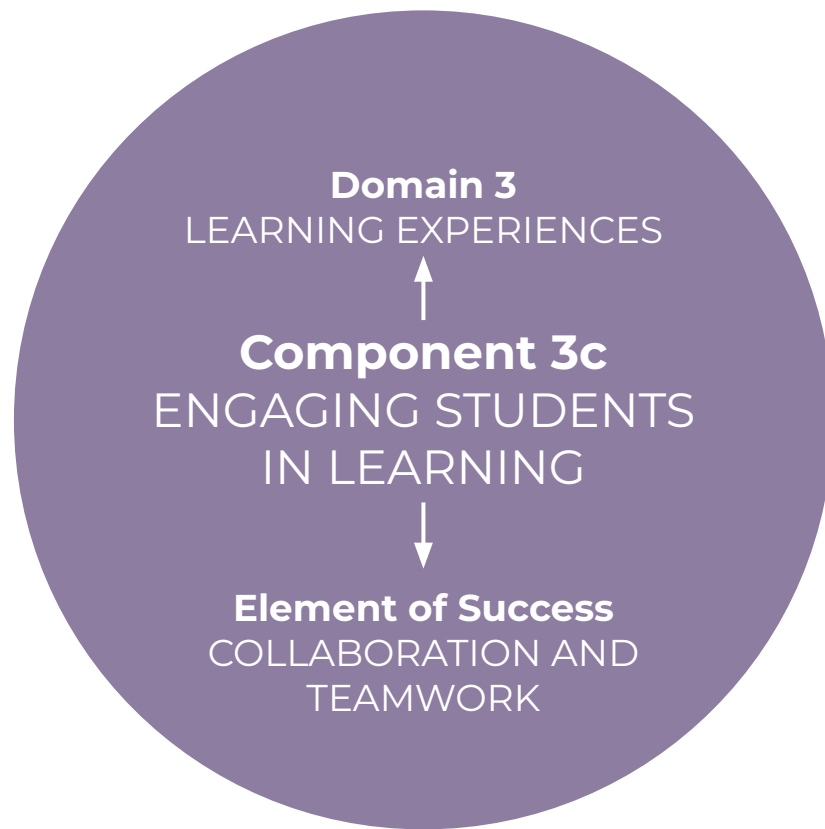
Organization

4 DOMAINS

22 COMPONENTS

77 ELEMENTS

Reflect on teaching practice
at the component level.



Key Messages

- The four domains of the FFT refer to **distinct areas of teaching responsibility**:
 - Planning and Preparation
 - Learning Environments
 - Learning Experiences
 - Principled Teaching
- Teaching is a holistic endeavor; the **domains and components are interrelated**.

I believe that one of the reasons my framework has become so widely accepted is that it gives voice to what all educators know, that teaching is very complex work, it's a thinking person's job."

-Charlotte Danielson

Quickly scan the domain that aligns to your Vision of Student Success.

Notice:

- General layout
- Organization
- Components
- Increased Specificity



Anatomy of the Domain Rubrics

Rubric language for each component

THE FRAMEWORK FOR TEACHING

	Unsatisfactory	Basic	Proficient	Distinguished
2a Cultivating Respectful and Affirming Environments	Students do not feel safe or valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2b Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the teacher and occasionally taught explicitly.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

DOMAIN 2

LEARNING ENVIRONMENTS

Domain

Components

Anatomy of the Component Level Rubrics

Critical Attributes:
rubric language
that describe the
elements of
success

More info on next slide

THE FRAMEWORK FOR TEACHING

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
CRITICAL ATTRIBUTES	Disciplinary Expertise			
	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
	Pedagogical Content Knowledge			
	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
	Knowledge of Interdisciplinary Relationships and Skills			
	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

Component Level
Rubric language on
top row

Component

1a Applying Knowledge of Content and Pedagogy

The Critical Attributes

- Further define the narrative found in each level of performance.
- Are key descriptors of practice used for determining how well the teaching component is demonstrated.
- Clarify what needs to be noted in an observation to allow for accurate analysis, reflection and feedback.
- **Are not a checklist!!**
- Can help to pinpoint areas of strength and improvement

THE FRAMEWORK FOR TEACHING

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CRITICAL ATTRIBUTES

All Students Can Learn

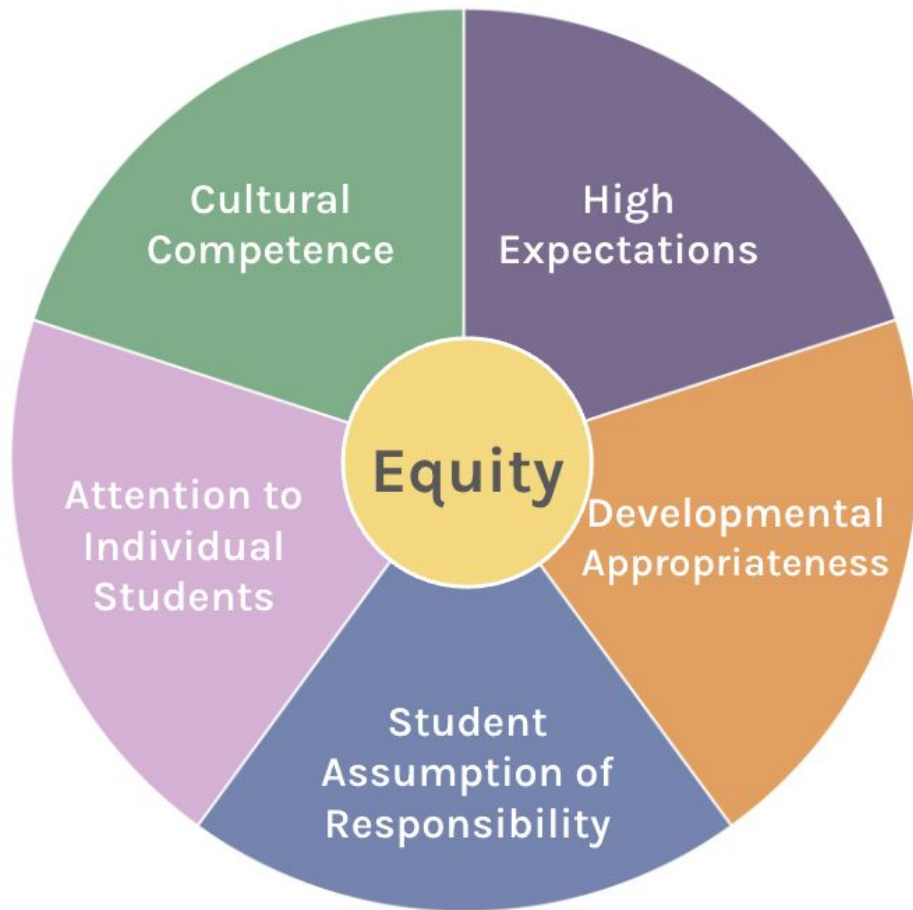


Common Themes

The **Common Themes** name **important aspects of teaching**.

They help us think about **HOW** learning occurs in classrooms.

Effective implementation of the components of the FFT **requires a consistent focus on the Common Themes**



The Domains



Domain 1:
Planning and Preparation

Domain 2:
Learning Environment

Domain 3:
Learning Experiences

Domain 4:
Principled Teaching

Domain 4



Principled Teaching

“The components in Domain 4 emphasize what it means to be a full member of the teaching profession, to serve students, and to be dedicated to the collective values and goals of the school and the community it serves.”

*-Charlotte Danielson
FFT 2022, Domain 4*

You Will Be Able To...

Describe how the skills involved in the components of Domain 4:

- relate to traits of character of teachers and the values of communities
- contribute to a culture of learning and trust in classrooms and schools that allows teachers and students to flourish.



Principled Teaching

Principled teaching means:

- acting in the best interest of each and every student.
- leading by living our values.
- holding ourselves accountable.
- creating learning environments where all students can thrive.



The Dispositions of Principled Teaching

Intellectual	Moral
Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness <i>Pausing and understanding</i>	Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect <i>Acting well in situations that require an ethical response</i>
Civic	Performance
Neighborliness Service Volunteering Citizenship Civility Community Awareness <i>Contributing to the common good</i>	Confidence Determination Motivation Perseverance Resilience Collaboration <i>Supporting our intellectual, moral and civic dispositions</i>

Key Messages

- Domain 4 describes the professional responsibilities of teachers.
- These responsibilities are not a matter of compliance; they connect to our obligation to students and reflect the dispositions of principled teaching.
- Performing these responsibilities at a high level and ethically helps ensure excellent outcomes for each and every student.



Connection to Student Growth Goals



Foundational Principles of Student Growth Goals

- The process **requires reflection and conversation** and favors learning and growth over attainment of a certain level of performance or achievement.
- It provides safety for student, teacher and supervisors to be **vulnerable learners**.

Proficient Rubric language (3.2 & 6.2)

*“The **teacher reflects with supervisor** on the learning progress of students. The reflection includes analysis of progress and next steps. The **teacher uses information** from student progress and student learning experiences **to guide next steps for instruction.**”*

The Domains



**Domain 1:
Planning and Preparation**

**Domain 2:
Learning Environment**

**Domain 3:
Learning Experiences**

**Domain 4:
Principled Teaching**

Domain 1



Planning and Preparation

A teacher's essential responsibility is to prepare for learning activities such that students learn important content and develop skills, mindsets and habits to be successful in school and beyond.

-Domain 1: 2022 FFT

You Will Be Able To...

- Recognize and describe the components of Planning & Preparation (Domain 1) to meet the needs of individual students.
- Leverage student assets to plan and develop engaging learning experiences for all students.



Domain 1 Components

Domain 1: Planning & Preparation	
1a Applying Knowledge of Content and Pedagogy	1d Using Resources Effectively
1b Knowing and Valuing Students	1e Planning Coherent Instruction
1c Setting Instructional Outcomes	1f Designing and Analyzing Assessments

Domain 1 Application

Use the **At A Glance Guide (Smart Card)** to make connections to a component with other components in Domains 1, 2, 3.

Use sticky notes to make connections or arrows.

Groups should be ready to share out what connections they made between Domain 1 components and the rest of the domains.

Key Messages

- Domain 1 describes how the teacher **ORGANIZES INSTRUCTION AND PREPARES** for students to learn.
- The teacher must ensure that content and activities are **ACCESSIBLE TO STUDENTS.**
- **HIGH-QUALITY INSTRUCTIONAL MATERIALS** help teachers focus their preparation on the needs of each and every student.



Application

Domain 1 and Pre Conference conversations are an opportunity to build on what the teacher is planning for the lesson.

Asking open ended learning focused questions deepens the thinking of the teacher and models how they can approach future lessons.



The Domains



Domain 1:
Planning and Preparation

Domain 2:
Learning Environment

Domain 3:
Learning Experiences

Domain 4:
Principled Teaching

Domain 2

Learning Environments That
Promote Equity



“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

— Dr. Maya Angelou

You Will Be Able To...

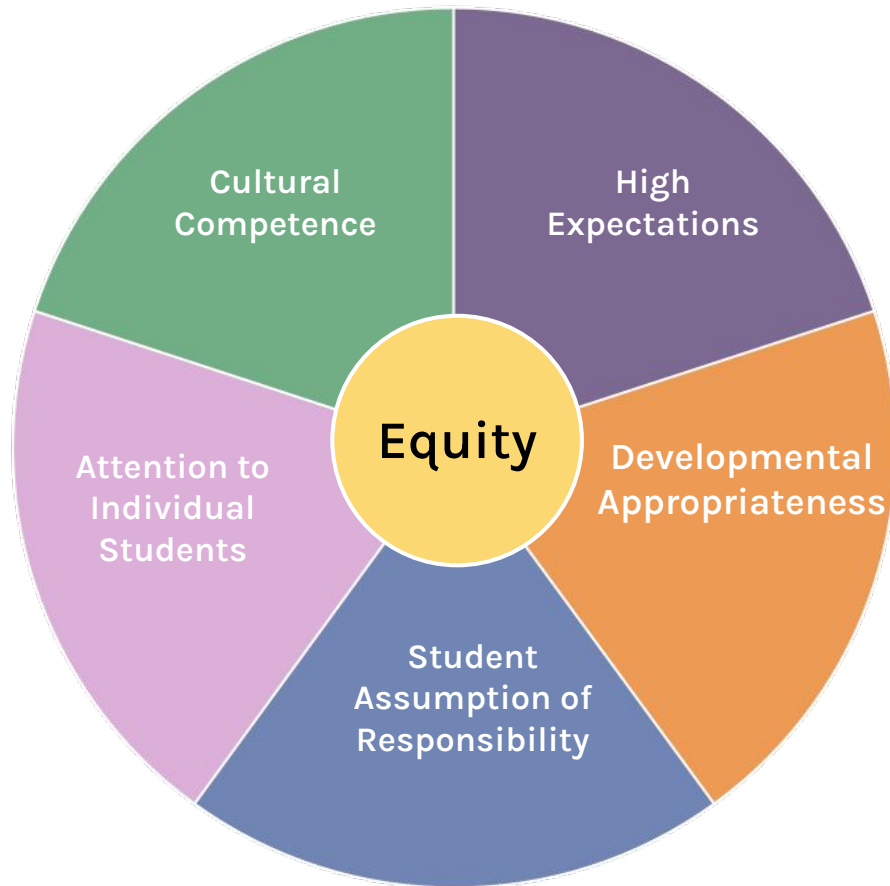
- Identify and analyze classroom practices that contribute to a supportive, challenging, and joyful learning environment and result in important learning and development for each and every student.



2a: Cultivating Respectful and Affirming Environments

2a: Cultivating Respectful and Affirming Environments

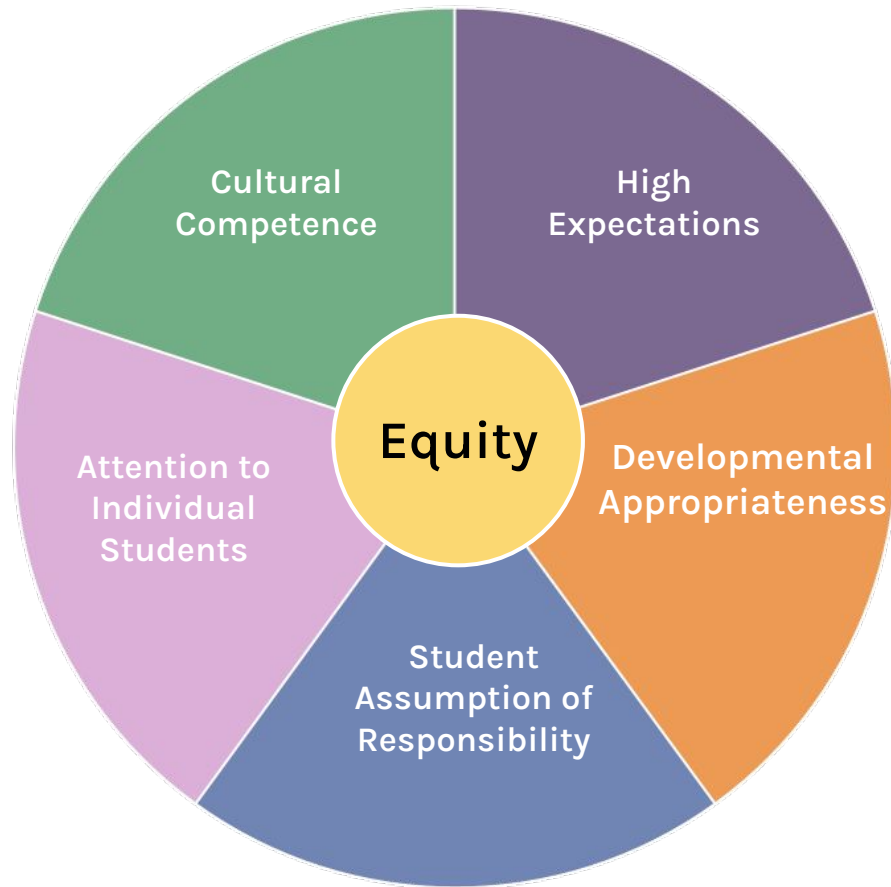
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution



2b: Fostering a Culture for Learning

2b :Fostering a Culture for Learning

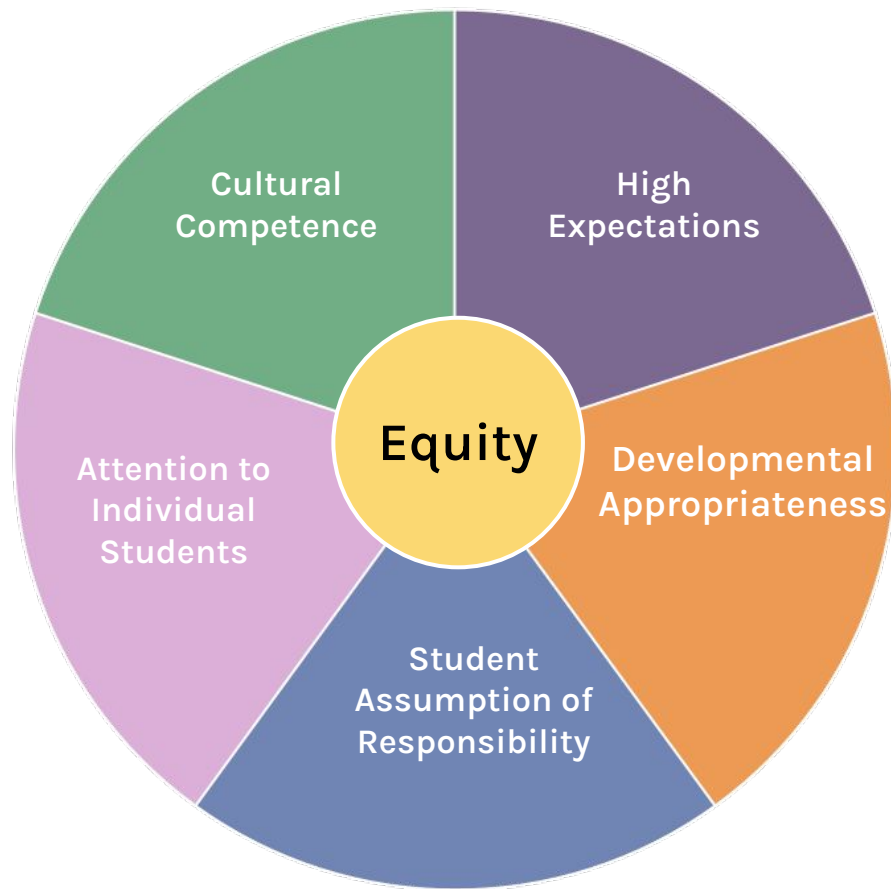
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance



2c: Maintaining Purposeful Environments

2c: Maintaining Purposeful Environments

- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks



Participant materials p. 13

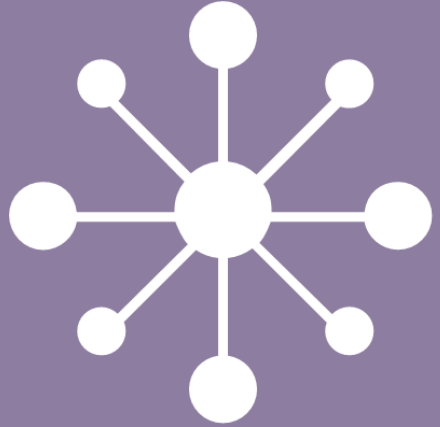


Small Groups:

Equity and Learning Environments

In groups of three (one from each building), discuss what you noticed and how it connected to the components of Domain 2.

- What makes this a supportive and challenging environment for each and every student?



Key Messages

- Domain 2 describes **affective and procedural components** of the classroom environment.
- The teacher must ensure that the environment is conducive to the **social, emotional, and academic development** of each and every student.
- The Common Themes support excellence in the components of the FFT.
- The FFT's **equity imperative** signals that excellence is the goal for **each and every student**.



The Domains



Domain 1:
Planning and Preparation

Domain 2:
Learning Environment

Domain 3:
Learning Experiences

Domain 4:
Principled Teaching

Domain 3

Learning Experiences

“A teacher’s role is not so much to teach but to arrange for learning.”

Charlotte Danielson
*Enhancing Professional Practice: A
Framework for Teaching, 2nd edition*

You Will Be Able To...

- Identify and apply effective teaching strategies in order to engage students in important learning.



Student Intellectual Engagement

IS. . . .

IS NOT. . . .

Student Intellectual Engagement

IS...

- Connected to important, interesting, relevant content
- Going deep
- Being cognitively busy
- Exploring new ideas, asking questions, testing hypothesis, and making connections
- Challenging, productive struggle
- Guided by students' interests and questions

IS NOT...

- Just doing an activity
- Covering a lot of material
- Being physically busy or “on task”
- Watching the teacher, taking notes, and completing worksheets
- Easy tasks that aren't worthwhile
- Guided by the teacher's interests and questions



75%

of 5th graders feel
engaged by school,
but only

32%

of 11th graders feel
the same way

How might we more effectively engage students in our classrooms?

Choose a domain you want to understand more deeply.

In your group, read the description of the domain and chart the following:

- What are key aspects of this domain?
- What might they look like when a teacher does them at a high level?
- What might they look like for a teacher who struggles with them?

Activity Reflection

Engaging Activities Include:

- Multiple correct answers
- Problem-based thinking
- Choice and initiative
- Critical thinking
- Depth rather than breadth
- Relevant and/or authentic

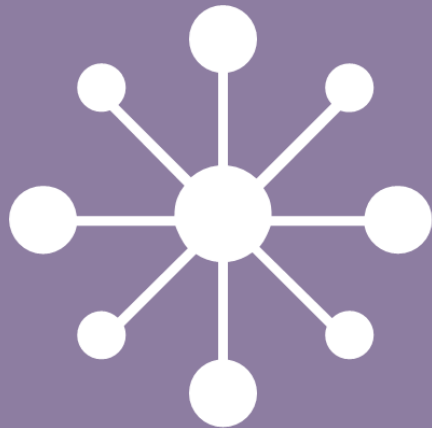
How did the activity utilize these attributes?
What could have been strengthened?



Small Groups:

Make Connections

Now, use your At a Glance and discuss how the other components of Domain 3 are related to component 3c.



Instruction

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

Key Messages

- Domain 3 contains the heart of teaching – the **active, intellectual engagement of students in rich learning experiences**.
- The work students are asked to do is **real and significant**, and it is important to both students and teachers.
- Teachers are **fluid, flexible, and responsive**; they can shift easily from one approach to another when the situation demands it.



Performance Levels



Charlotte Danielson's
Framework View

Professional learning requires active intellectual engagement. In the context of an evaluation process, this means using observation and evaluation processes that promote active engagement: self-assessment, reflection on practice, and professional conversation.

*Charlotte Danielson on Rethinking Teacher
Evaluation*

You Will Be Able To ...

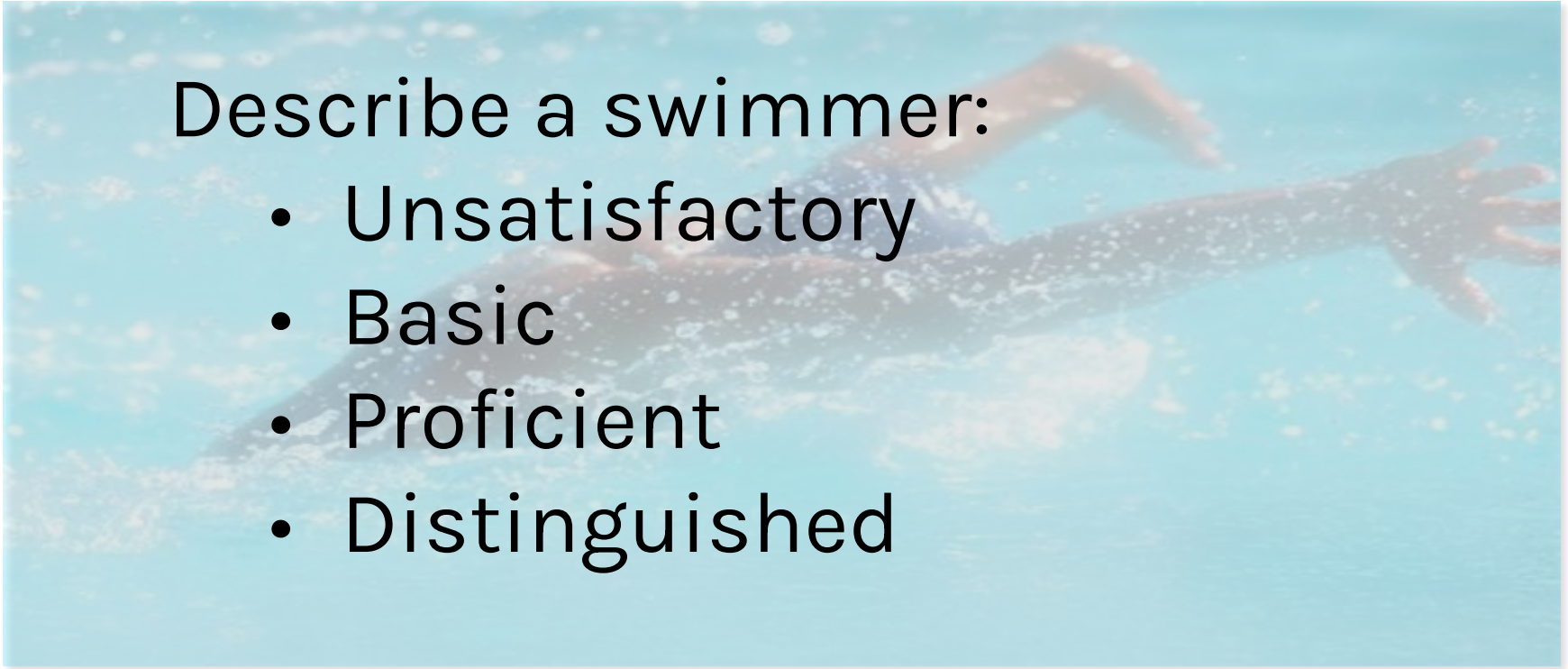
- Differentiate levels of performance using the FFT rubrics and apply them when reflecting on your practice to identify, establish, and support your professional learning goals.



Performance Levels Analogy

Describe a swimmer:

- Unsatisfactory
- Basic
- Proficient
- Distinguished

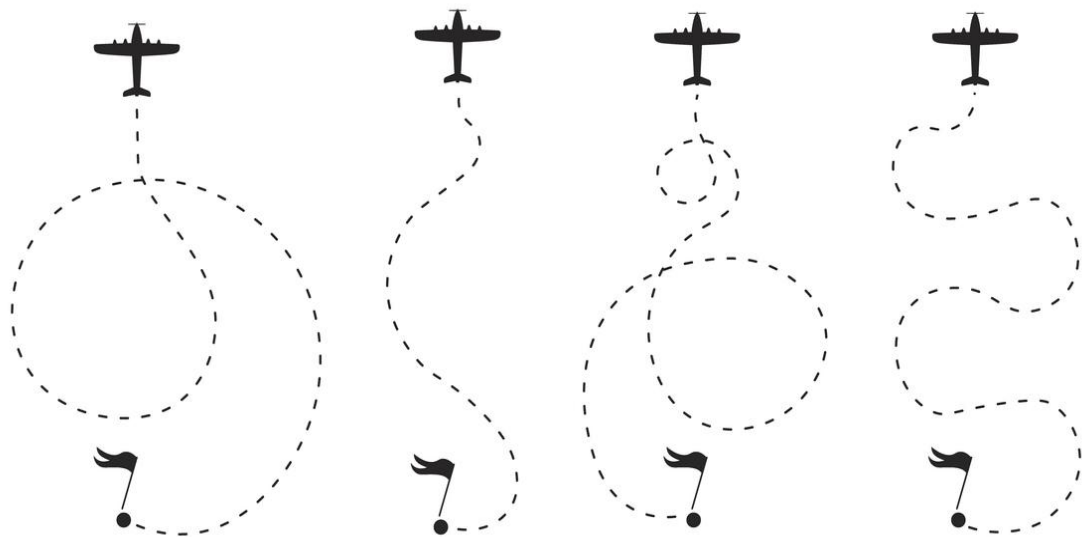


Performance Levels

- With your group, review your group's level of performance and record your thinking.
 - What common words and phrases show up at this level?
 - What is most important to know about this level of performance when observing teachers?
 - How might the common themes of ***equity***, ***cultural competence***, and ***student assumption of responsibility*** fit with this level of performance?
- Be prepared to share out.

Promoting Growth

- The levels of performance describe *teaching*, not teachers
- Performance is highly variable
- Growth is not always a straight path



Key Messages

- The FFT can be used to **analyze practice with a focus on growth.**
- The FFT **Levels of Performance describe the teaching (not the teacher)** you could expect to see at four places on a continuum of practice - Unsatisfactory, Basic, Proficient and Distinguished.
- The methodical arrangement and tight language of the rubrics helps us think about and discuss our practice with specificity and an emphasis on **constantly learning and moving toward learner-centered instruction.**



Closing



Student Growth Goals

What is NOT changing

Student growth data elements may also include the teacher's performance as a member of the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, "student growth" means the change in student achievement between two points in time.

RCW 28A.405.100 4

Student Growth Goals

What is NOT changing

Student growth data that is **relevant to the teacher and subject matter** must be a factor in the evaluation process and must be based on **multiple measures** that can include **classroom-based, school-based, district-based, and state-based tools**.

Student growth data elements may include the **teacher's performance as a member of a grade-level, subject matter, or other instructional team** within a school when the use of this data is relevant and appropriate.

RCW 28A.405.100 4

What is changing



Shift #1: *From* a focus on student achievement *TO* a focus on teacher reflection



Shift #2: Moving beyond quantification



Shift #3: Returning to a natural harvest



Shift #4: *From* forms, binders, emails and documents *TO* a focus on conversation



Shift #5: Distinguished = teacher leadership through learning or leading

What IS Changing.



Shift #1: *From* a focus on student achievement *TO* a focus on teacher reflection



Shift #3: Returning to a natural harvest



Shift #5: Distinguished = teacher leadership through learning or leading



Shift #2: Moving beyond quantification



Shift #4: *From* forms, binders, emails and documents *TO* a focus on conversation

SGG

Looking through the lenses of Dieringer and your classroom what are some implications about how we have traditionally looked at student growth within the context of the new SGG approach?

Video 1 (start @ 2:26)

https://youtu.be/7bUjc_7d1lY?si=BVw01loqtMArH1T7&t=146

SGG

What are some ways you engage students as partners in their learning?

Video 2 (end @ :30)

https://youtu.be/KKtctpDaNh8?si=_jdG468Qu-ZjDwV5

What are some advantages for student learning in focusing on single unit of study rather than a full year? For teacher learning?

What are the advantages of the concept of Natural Harvest?

Video 3 (end @ 3:45)

<https://youtu.be/YWHZZkoJbws?si=wE9Jv0XwF87WPp-Z>

Thank You

Student Growth Goals

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What is NOT changing

Student growth data that is **relevant to the teacher and subject matter** must be a factor in the evaluation process and must be based on **multiple measures** that can include **classroom-based, school-based, district-based, and state-based tools**.

Student growth data elements may include the **teacher's performance as a member of a grade-level, subject matter, or other instructional team** within a school when the use of this data is relevant and appropriate.

RCW 28A.405.100 4

What is changing



Shift #1: *From* a focus on student achievement *TO* a focus on teacher reflection



Shift #2: Moving beyond quantification



Shift #3: Returning to a natural harvest



Shift #4: *From* forms, binders, emails and documents *TO* a focus on conversation



Shift #5: Distinguished = teacher leadership through learning or leading

What IS Changing.



Shift #1: *From* a focus on student achievement *TO* a focus on teacher reflection



Shift #3: Returning to a natural harvest



Shift #5: Distinguished = teacher leadership through learning or leading



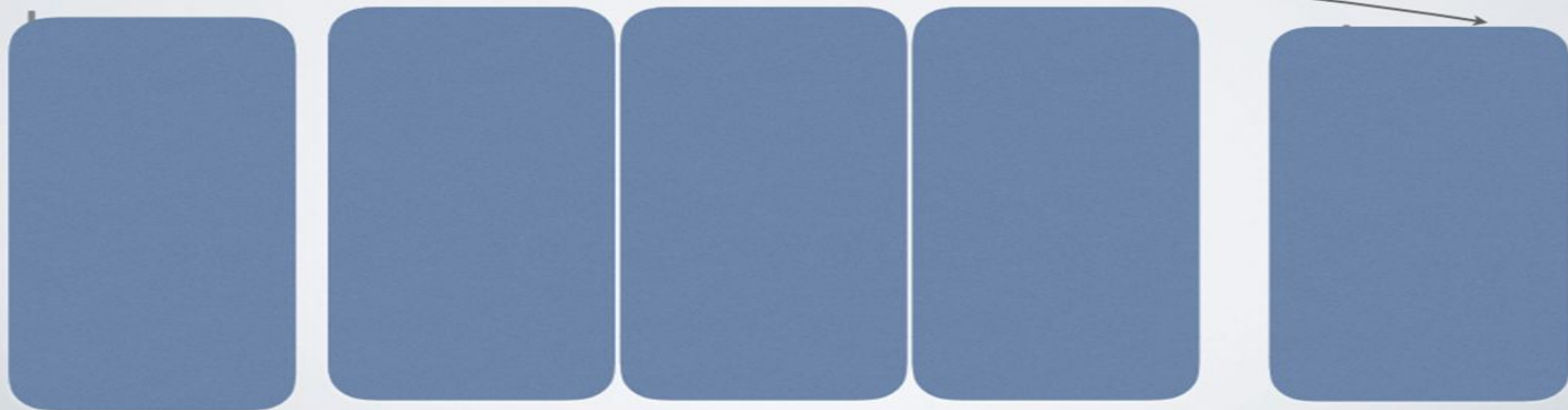
Shift #2: Moving beyond quantification



Shift #4: *From* forms, binders, emails and documents *TO* a focus on conversation

Formative Assessment Cycle... **...It's just good teaching!**

Module 4
Interval of Instruction



**For every unit/module/interval of instruction
you teach students and assess their learning**

Module 4
Interval of Instruction



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?

The formative assessment cycle starts with predictions, ends with an assessment/measure and formatively assesses along the way.

Module 4
Interval of Instruction



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?

Begin by predicting (based on what you already know about your students) how your students will perform on the end of unit/module assessment. Sort students into 4 predicted categories.

*Module 4
Interval of Instruction*



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?

Next, identify how much better you would like your students to perform (based on your efforts to teach and their efforts to learn). Identify on which specific questions you would like to see performance increase.

Module 4

Interval of Instruction



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



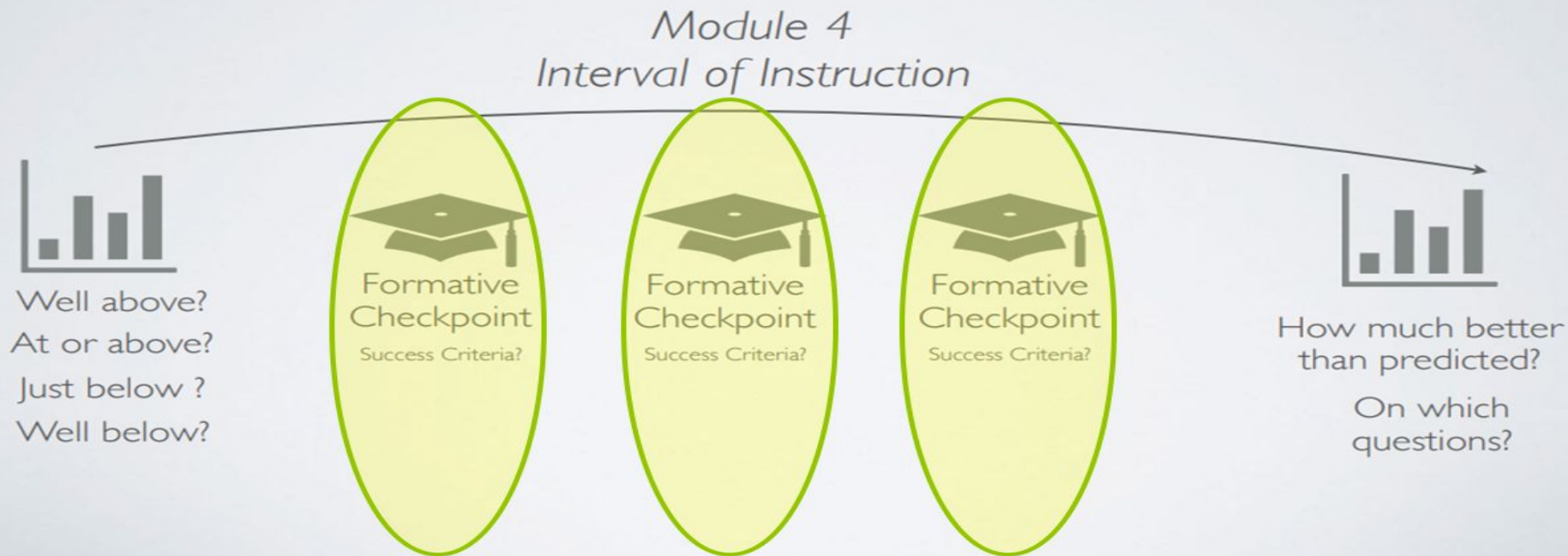
Formative
Checkpoint
Success Criteria?



How much better
than predicted?

On which
questions?

Then, identify at least key 3 formative assessment checkpoints where you can assess and measure student performance against your predictions and expected outcomes.



Use each formative checkpoint as a measure of student performance and a point of reflection on the impact of your instruction on student learning. Are students on track? What support is needed?

Module 4

Interval of Instruction



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?

Following the unit/module assessment, identify how students did. Did the students you predicted to be will above/below/near standard meet or exceed your expectations?

Module 4
Interval of Instruction



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?

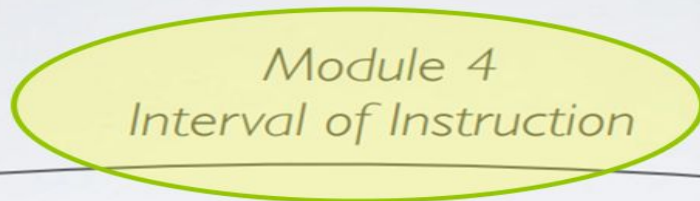


Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?

Use this data (along with any additional student data) to repeat the process as you begin each interval of instruction.



Well above?
At or above?
Just below ?
Well below?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



Formative
Checkpoint
Success Criteria?



How much better
than predicted?
On which
questions?