



## OVERVIEW

During today's session, participants examine the role of formative assessment by teachers in planning and facilitating instruction, and students in self assessing and progress monitoring their learning. Participants analyze another administrator's observation evidence and how to utilize within a mid-year inquiry conference to examine the teacher's action steps, formatively discuss teacher growth using your teacher evaluation rubric, and decide whether to continue the same inquiry or identify a new area of focus. In the afternoon, participants engage in a case study to create and analyze a script with detail and evidence, identify evidence connected to a teacher's area of focus, and use this evidence to provide strength-based feedback.

## LEARNING TARGETS

- Develop a vision for rubric indicators connected to facilitating strategic instruction based on formative assessment.
- Further develop understanding of the inquiry cycle, the role of an area of focus and their implications for the mid-year post-inquiry conference.
- Apply critical stances in instructional leadership: equity stance, strengths-based stance, inquiry stance, and working from evidence.
- Use rubric indicators to analyze instruction for knowing students, assessing students and empowering students to take ownership for their learning: develop a common understanding and language for these ideas.
- Strengthen skill sets for collecting, analyzing and utilizing evidence to support teachers with their inquiry: scripting, coding, noticing and wondering, sorting and giving feedback to teachers.

## AGENDA (9 am - 4 pm)

- I. Welcome & Connect
- II. 5D+ Rubric for Instructional Growth and Teacher Evaluations - Assessment  
**Break (10:30-10:45)**
- III. Case Study: Pre-Inquiry Conference, Implement and Support  
**Lunch (12-12:30)**
- IV. Case Study: Mid-Year Inquiry Conference
- V. Case Study: Strengthening Skills for Collecting Evidence of Instructional Practice  
**Break (2-2:15)**
- VI. Case Study: Strengthening Skills for Analyzing and Using Evidence of Instructional Practice
- VII. Reflection & Next Steps

## Norms of Collaboration

- 1. Pausing.** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing.** Using a paraphrase starter that is comfortable for you – *So ... or As you are ... or You're thinking ...* – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions.** Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, *What might be some conjectures you are exploring?* Use focusing questions such as, *Which students, specifically?* or *What might be an example of that?* to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.
- 4. Putting ideas on the table.** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: *Here is one idea ... or One thought I have is ... or Here is a possible approach ... or Another consideration might be ...*
- 5. Paying attention to self and others.** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying *and* how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 6. Presuming positive intentions.** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

## Formative Assessment That *Truly* Informs Instruction

### NCTE: Tools and Strategies of Formative Assessment

[http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment\\_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf)

As teachers conduct their assessment work from this stance of knowledgeable inquirers, they have many strategies and tools from which to choose. Successful teacher assessors carefully select or create the right assessment at the right time in order to inform instruction and support the learner, thoughtfully administering the assessment with the least disruption to the ongoing learning in the classroom (Serafini). These assessments might be grouped into four types—Observations, Conversations, Student Self-Evaluations, and Artifacts of Learning—briefly described below.

#### **Observations**

Careful observation is the foundation of a teacher’s assessment work. Teachers who observe students engaged in language use and learning come to know their students’ strengths and challenges and are then able to plan supportive classroom learning experiences. Learning to observe closely, to see beyond assumptions and predictions, is central to development of a formative assessment stance. Observations take many forms:

- **Field Notes:** Teachers record (in journals, on computer, or on sticky notes) descriptions of classroom interactions, avoiding judgment and interpretation until later. Some teachers scribble notes during class, some wait until the end of the day/class period, and others videotape and then later take notes, based on viewing particular segments.
- **Running Records and Miscue Analysis:** Teachers take quick notes about student reading while listening to their oral reading and to their retelling of what has been read. Teachers have students think-aloud about the processes or strategies they used and document the noticings.
- **Checklists and Observation Guides:** Teachers gather information about pre-selected learning behaviors or interactions by marking tallies on a chart or keeping a record of examples of specific student actions (such as the types of questions being asked or the particular strategies being used).

#### **Conversations**

*Based on questions they have about student learning, teachers may specifically ask students for further information by conducting surveys, interviews, or conferences. These may take a broad-brush look at general assessment information or a targeted look at specific aspects of learning. Among the conversational tools teachers use for assessment are these:*

- **Interviews:** Conducted one-on-one, interviews often provide a more targeted look at assessment. Teachers may work with open-ended questions, such as “When you are reading and you come to something you don’t know, what do you do?” or “What would you like to do better as a writer?” or other questions based on specific questions they have about student learning.
- **Conferences:** In conferences, teachers invite students to share specific information about their intentions, processes, and/or products in order to help both teacher and student better understand the student’s learning and identify next steps. Teachers often talk with students about the processes or strategies they learned or are using. Through conferences, teachers learn why a student chose to abandon a particular method or what a student is working to understand in a current task.

#### **Student Self-Assessment**

An important component of formative assessment, student self-assessment are deliberate efforts to elicit student perspectives on their own learning. Students may reflect on progress toward a goal, on processes used for reading or writing, on new goals, or on lingering questions. Self-assessments encourage students to monitor their own learning and learning needs and serve as an additional source of information on student learning. Student self-assessments can take many forms:

- **Exit Slips:** In order to gather information about current understandings and/or current questions, teachers invite students to complete a quick “exit slip” as they leave the room or at the end of a lesson, at the start of a lesson, or even during a lesson.
- **Rubrics and Checklists:** Using pre-determined or student-generated lists of quality indicators, students assess their own work and use the information to revise or to plan future learning experiences.
- **Process Reflections:** Students write reflections that highlight the process they used to create particular artifacts or understandings and lessons they learned that will influence the way they approach similar work in the future.

### **Artifacts of Learning**

Working alone or, preferably, with others, teachers review data about individual students or groups of students for the purpose of planning future learning experiences. For example, teachers may:

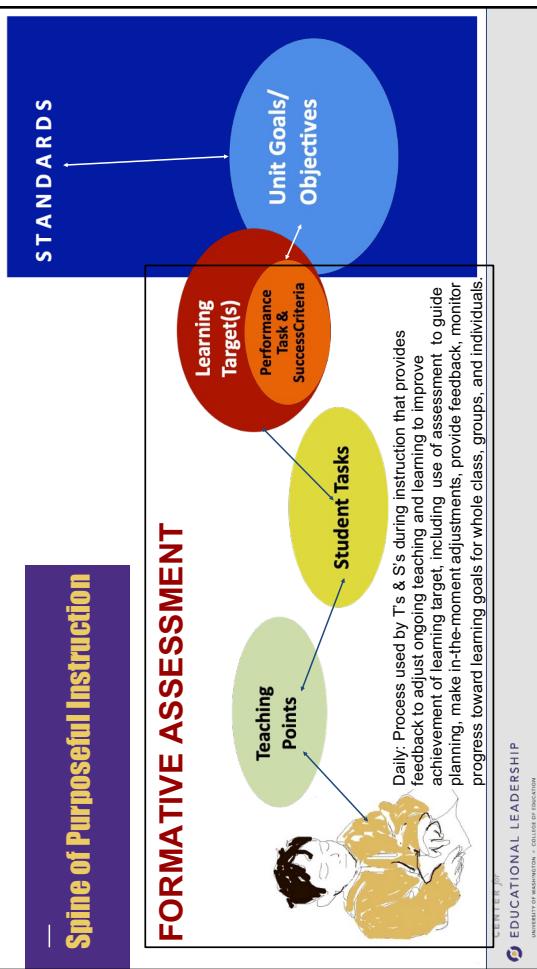
- **Collect** a variety of sources of information on a single learner (case study) in order to identify patterns of understanding across the data set. Data may include samples of student work, notes based on classroom observations, input from other adults including parents, as well as standardized assessment data.
- **Review** a class set of work samples or observations in order to group students for further instruction or to plan learning experiences for the entire group.
- **Look back** at a variety of points along a student’s learning journey over the school year or over several years in order to see patterns of growth and to identify important next steps.

### **Analysis**

Regardless of the tools and strategies used to gather information about learning, teacher assessors engage in ongoing analysis of the information available. As those working most closely with students as they engage in learning, classroom teachers constantly make decisions based on their analysis of the information available at any given moment. Formative assessment allows teachers to then immediately match instruction to students’ needs. As teachers refine their powers of observation *and* their skill in analyzing, they become better able to see what students are learning and to plan for future learning experiences. In addition to this “in-the-midst” analysis, teachers also protect time to engage in more thoughtful analysis by capturing information about learning that can be reviewed and studied over time. During this focused analysis, teachers review the information available and ask themselves and one another three key questions: “What do you see?”; “What do you make of it?”; “What will you do about it?” ( 5 Boudett, City, & Murnane).

## Spine of Purposeful Instruction

### FORMATIVE ASSESSMENT



## Assessment for Student Learning

### Assessment

- All students have opportunities to demonstrate learning.
- All students have self-assessment opportunities.
- The teacher utilizes a variety of ways to collect assessment data.

### Adjustments

- The teacher has a system to gather and record assessment information.
- Targeted feedback is provided throughout instruction to students.

1. Take a visual tour of the Assessment rubric.
2. Identify where you see the key ideas for Assessment, equity and the instructional core reflected within the performance language?

	Assessment for Student Learning	Basic	Proficient	Distinguished
<b>Unintentional</b>				
A1	Teacher provides no opportunity for students to demonstrate learning. The teacher does not provide an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.	Teacher provides no opportunity for students to demonstrate learning. The teacher does not provide an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.	Teacher provides no opportunity for students to demonstrate learning. The teacher does not provide an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.	Teacher provides no opportunity for students to demonstrate learning. The teacher does not provide an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.
A2	Student use of summative assessments to demonstrate learning.	Student use of summative assessments to demonstrate learning.	Student use of summative assessments to demonstrate learning.	Student use of summative assessments to demonstrate learning.
A3	Quality of formative assessment methods	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.
A4	Teacher use of formative assessments	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.
A5	Collection systems for formative assessment data	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.

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## Assessment for Student Learning

### Success Criteria

- Explicitly describe student performances of understanding or skills to demonstrate that they have met the Learning Target.
- The intended purposes and desired achievements of a particular course knowledge, skills, and capacities in that class should achieve.

### Limited vs Comprehensive Information

- Limited responses reflect closed responses like agree/disagree thumbs up/down fist to liver, answer to a math problem without showing work or making a claim without providing reasons and evidence.
- Comprehensive information reflects visible thinking (e.g., what, why, how). These formative assessments let the teacher know whether a students thinking was right/wrong or the right or wrong reasons.

### General vs Targeted Feedback

- General: students know what the student can do (is doing) that is right/wrong or on track, and prompts or provides a next step that may be determined by the student(s) or teacher.
- Observable system for the collection of formative assessment data within and across lessons like running records, observation records, and conferencing notes.

### Collection System

- observable system for the collection of formative assessment data within and across lessons like running records, observation records, and conferencing notes.

	Assessment for Student Learning	Basic	Proficient	Distinguished
<b>Unintentionary</b>				
A1	Student self-assessment	Teacher does not provide an opportunity for students to self-assess their own learning.	Teacher provides an opportunity for students to self-assess their own learning.	Teacher provides an opportunity for students to self-assess their own learning.
A2	Student use of formative assessments over time	Students do not use formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Students use formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Students use formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.
A3	Quality of formative assessment methods	Assessment tasks are not aligned with the learning targets.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.
A4	Teacher use of formative assessments	Teacher does not use formative assessments to modify student thinking and monitor progress over time.	Teacher uses formative assessments to modify student thinking and monitor progress over time.	Teacher uses formative assessments to modify student thinking and monitor progress over time.
A5	Collection systems for formative assessment data	Teacher does not have an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.

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## Student Teacher

	Assessment for Student Learning	Basic	Proficient	Distinguished
<b>Unintentional</b>				
A1	Teacher asks questions in the learning environment to determine learning needs.	Teacher provides an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.	Teacher provides an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.	Teacher provides an opportunity for students to demonstrate learning to inform instructional decisions or for improvement.
A2	Teacher use of formative assessments to demonstrate learning.	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.	Teacher uses formative assessments to demonstrate learning. The quality of the assessment methods demonstrate learning to inform instructional decisions or for improvement.
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A5	Collection systems for formative assessment data	Teacher does not have an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and collects formative assessment data but does not use the system to inform instructional practice.

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## A1 Student self-assessment

**Success Criteria**

What strategies will you use?

objects		$4 \times 3 = 7$
draw		$4 + 3 = 7$
write		$3 + 2 = 7$
		$4 + 3 - 7$
		$5 - 2 = 7$

## A1 Student self-assessment

This is evidence A1 and P5. If the students are communicating what they can do / need or need assistance in relationship to the success criteria, if it is not about A1 or P5.

Conference Sign-up Name: **Leah**

How can I help you?

- I can add
- I can subtract
- I can multiply
- I can divide
- I can solve equations
- I can add fractions
- I can subtract fractions
- I can multiply fractions
- I can divide fractions
- I can add decimals
- I can subtract decimals
- I can multiply decimals
- I can divide decimals
- I can add percentages
- I can subtract percentages
- I can multiply percentages
- I can divide percentages
- I can convert fractions to percentages
- I can convert percentages to fractions
- I can convert fractions to decimals
- I can convert decimals to fractions
- I can convert percentages to decimals
- I can convert decimals to percentages

Conferences by appointment only. Please sign up on the board.

1. Leah 2. **Alyssa** 3. **Abigail** 4. **Leah** 5. **Leah** 6. **Leah** 7. **Leah** 8. **Leah** 9. **Leah** 10. **Leah** 11. **Leah** 12. **Leah** 13. **Leah** 14. **Leah** 15. **Leah** 16. **Leah** 17. **Leah** 18. **Leah** 19. **Leah** 20. **Leah** 21. **Leah** 22. **Leah** 23. **Leah** 24. **Leah** 25. **Leah** 26. **Leah** 27. **Leah** 28. **Leah** 29. **Leah** 30. **Leah** 31. **Leah** 32. **Leah** 33. **Leah** 34. **Leah** 35. **Leah** 36. **Leah** 37. **Leah** 38. **Leah** 39. **Leah** 40. **Leah** 41. **Leah** 42. **Leah** 43. **Leah** 44. **Leah** 45. **Leah** 46. **Leah** 47. **Leah** 48. **Leah** 49. **Leah** 50. **Leah** 51. **Leah** 52. **Leah** 53. **Leah** 54. **Leah** 55. **Leah** 56. **Leah** 57. **Leah** 58. **Leah** 59. **Leah** 60. **Leah** 61. **Leah** 62. **Leah** 63. **Leah** 64. **Leah** 65. **Leah** 66. **Leah** 67. **Leah** 68. **Leah** 69. **Leah** 70. **Leah** 71. **Leah** 72. **Leah** 73. **Leah** 74. **Leah** 75. **Leah** 76. **Leah** 77. **Leah** 78. **Leah** 79. **Leah** 80. **Leah** 81. **Leah** 82. **Leah** 83. **Leah** 84. **Leah** 85. **Leah** 86. **Leah** 87. **Leah** 88. **Leah** 89. **Leah** 90. **Leah** 91. **Leah** 92. **Leah** 93. **Leah** 94. **Leah** 95. **Leah** 96. **Leah** 97. **Leah** 98. **Leah** 99. **Leah** 100. **Leah**

## A1 Student self-assessment

**SPOT CHECK!!!!**

Revisit your Lab Notes for the set-up of tomorrow's lab, check for the following language:

- Is the written direction clear?
- Does the written description have enough information for you to set it up on your own?
- Is the diagram clear?
- Is the diagram labeled?
- Does the diagram include all water bottles to be tested?

Finally let the other group what they are thinking and give them suggestions on how to improve their set-up

## A1 Student self-assessment

Students are working in a math workshop. Teacher is observing and conferencing (A3/A4) with students as they work through a problem. When they believe they are ready they check-in based on their self-assessment (A5) with the success criteria (P5) or a student provides a new gradient (P3) for a student to solve. The teacher observes (A3) and prompts (P5) to communicate their learning.

Students with Maths  
Friday Night Tonight  
8:30 at the Community Center provided by  
with 2 Maths  
for the people

-  $(x + 4)$

1st way: Subtraction  
2nd way: Adding negatives  
3rd way: Opposites ("opposite" everything in the parentheses)

In order to be ready for Teacher check-in, I should be able to write a new problem on a paper and have anyone in the group:
 

- talk about what it looks like on a work mat
- how to simplify and re-write it 3 different ways.
- put words around the connection between the geometric representation and algebraic expression.

## A1 Student self-assessment

Students are working in a math workshop. Teacher is observing and conferencing (A3/A4) with students as they work through a problem. When they believe they are ready they check-in based on their self-assessment (A5) with the success criteria (P5) or a student provides a new gradient (P3) for a student to solve. The teacher observes (A3) and prompts (P5) to communicate their learning.

Students with Maths  
Friday Night Tonight  
8:30 at the Community Center provided by  
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## A2 Student use of formative assessment over time

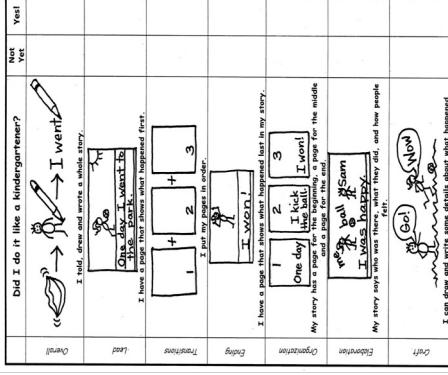
### My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved
10/27 09	I will try to read historical fiction this month.	
10/27 09	I will try chapter and stop after think.	
10/27 09	I will in my just right book level	

## A2 Student use of formative assessment over time

How does my story go?

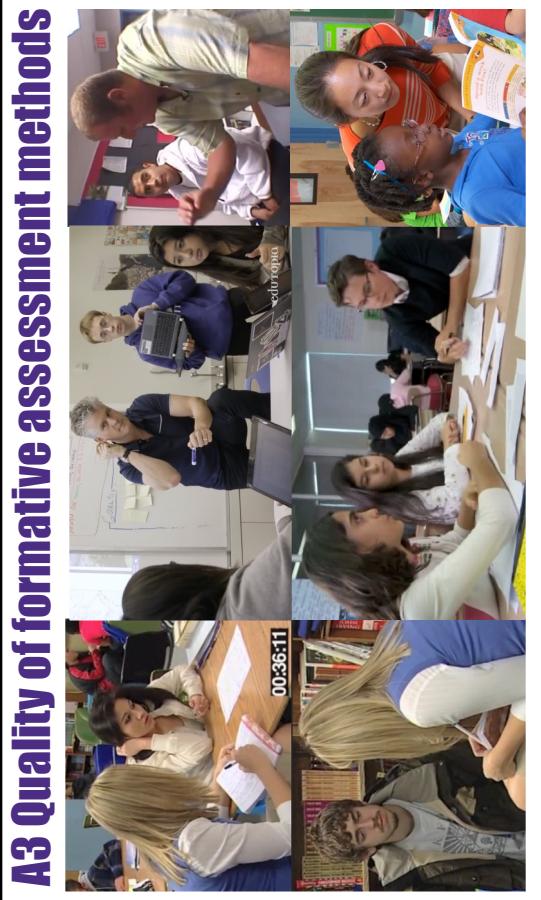


Personal Responsibility	<ul style="list-style-type: none"> <li>I watch video and copy those notes and come to class prepared to do the first quiz.</li> <li>I complete all quiet corrections and follow up with practice from the textbook and workbooks.</li> <li>I am fully prepared in all regards.</li> <li>I follow instructions/procedures and assist other students with work.</li> <li>I am on task, working independently and takes on the challenge.</li> <li>I completed assignments and tasks on time.</li> <li>I am recording my goals and I record progress to track the learning targets that I do not yet meet.</li> <li>I take ownership of my skills, learning, and growth.</li> <li>I can solve some problems independently and can explain them to others.</li> <li>I take responsibility for the activity engaged in.</li> <li>I take responsibility for the work assigned to me.</li> <li>I take responsibility for the work assigned to others.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>I am able to self regulate and manage my time effectively.</li> <li>I can take ownership of my goals, learning, and growth.</li> <li>I take responsibility for the work assigned to me.</li> <li>I take responsibility for the work assigned to others.</li> <li>I take responsibility for the activity engaged in.</li> <li>I take responsibility for the work assigned to me.</li> <li>I take responsibility for the work assigned to others.</li> </ul>
Classroom Responsibility	<ul style="list-style-type: none"> <li>I am focused on the directions and directions given by the teacher.</li> <li>I ask questions during the lesson and class discussion.</li> <li>I give my best effort and take ownership of my learning.</li> <li>I take ownership of my learning.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> </ul>
Collaborative Actions	<ul style="list-style-type: none"> <li>I take ownership of my learning.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>I present clearly and respectfully.</li> <li>I ask and respond to simple direct questions.</li> <li>I take ownership of my learning.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> </ul>
Overall	<ul style="list-style-type: none"> <li>I take ownership of my learning.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> <li>I take ownership of my goals, learning, and growth.</li> </ul>

Good for the next term - refer to the criteria above. Please refer to feedback/reasons for areas where we did not focus on to help improve your learning skills.

2000 words

## A3 Quality of formative assessment methods



## A3 Quality of formative assessment methods



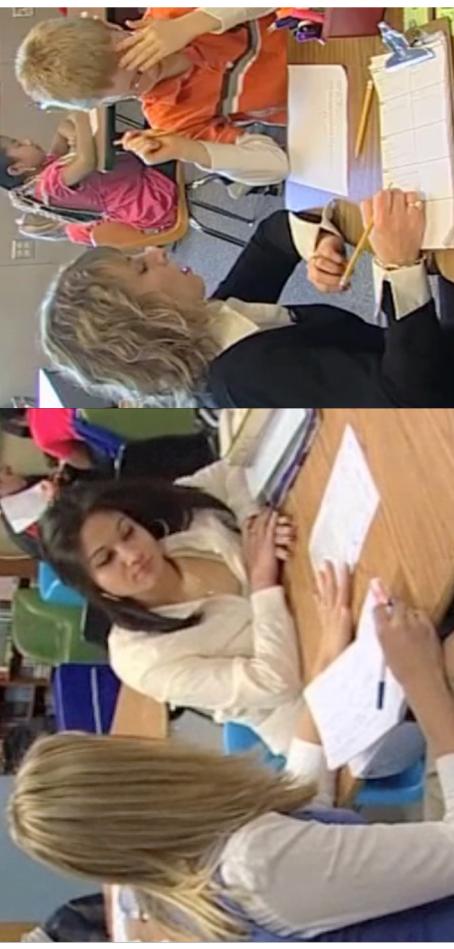
## A3 Quality of formative assessment methods

## A4 Teacher use of formative assessments

1. Situated within a context (LT, SC, Area of Focus).
2. Based on evidence of student learning (Can do).
3. Framed around actionable improvements (Verge of).



## A5 Collection system for formative assessment data



## A5 Collection system for formative assessment data



Assessing How Well Students Write	
	Goal
Task	The students are writing in their writing. The students are writing sentences to connect to other documents they have been reading.
Monitoring	The students are writing in their writing.
Context	The goal of the students' writing is to help develop meaning. The students are writing the kinds of items specific to the genre in which the students are writing.
Interventions	The students are writing in their writing.
Instructions	The students are writing in their writing.
Teacher	The students are writing in their writing.

Date	How Well Students Work	Notes
11/13/18	Students are writing in their writing.	
11/14/18	Students are writing in their writing.	
11/15/18	Students are writing in their writing.	

**Observation for Roberta CEL****Observation 2**

Staff Member	Roberta CEL (roberta@five-startech.com)
Observer	Ben Mainka (ben@michiganprincipals.org)
Observation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Observation Type	Unannounced
School Year	2015 - 2016
Observation Start Date	12/02/2015 1:17pm
Observation Timer	
Observation Finalized Date	12/02/2015 1:44pm
Area of Focus	Teacher: 1.P.1, 2.SE.4, 4.A.4, 5.CEC.2 District: 1.P.1, 1.P.3, 1.P.4, 1.P.5, 2.SE.3

Date/Time	Script	Code
12/02/2015 1:17pm	Students are seated in groups of four. The teacher adjusts the groups before they can begin an activity. Teacher asks students to get into their 'diamond' groups. With some prompting, students stand and change seats. The student returns to his desk after sharpening a pencil.	
12/02/2015 1:18pm	The teacher directs students' attention to the SmartBoard. She reminds them how to complete the diamond chart. She expects students to write their own annotations on the chart first and then share their thinking with their group members.	
12/02/2015 1:18pm	The teacher asks students to discuss the annotations "deeply and thoroughly." The teacher describes what is expected and points to a sample Diamond Chart projected on the SmartBoard. At the conclusion of a small group activity, each student will then write an individual summary in the center of the paper.	
12/02/2015 1:19pm	The teacher reminds the students that this is a chapter analysis of the ghost's influence on Scrooge in A Christmas Carol. As students complete each section of the Diamond Chart activity, they are expected to share their analysis with their team members.	
12/02/2015 1:19pm	The teacher joins one group and answers a question about how to complete the Diamond Chart. The teacher reviews the expectations for the assignment. A student asks about one of the characters in the text and wonders why he never talks. After listening to their discussion, the teacher praises the students by saying, "That is a great idea! That is a great question!" The teacher says to the student, "I'm going to ask you—Why do you think he wouldn't talk?" The student shares that she thinks that, if the character were to speak, it would change the future. The teacher thinks aloud, "So that is the ghost of Christmas yet to come. That already is the future." Another member of the group shares her analysis of this character. She says that the ghost is not changing Scrooge's future, but that Scrooge is changing it for himself. The teacher nods her head and claps her hands for the student saying, "Nice Explanation."	
12/02/2015 1:23pm	The teacher moves to another group. A student in the group asks if the quote charts need to be completed in class. The teacher shares that she doesn't think that they will have time and says that they can work on that tomorrow.	
12/02/2015 1:25pm	The teacher moves to another group. She acknowledges two students who have completed their diamond charts. Two students are analyzing the same character in the text. The teacher explains that this is fine because they will have different thinking about the character. She encourages the group to start sharing their thinking.	
12/02/2015 1:27pm	The teacher moves to another group. Students ask for clarification about how to complete the activity. The teacher uses one student's diamond chart to explain how each member of the group will share their thinking. She encourages them to list their combined thinking on the front part of the learning activity and then apply it to another portion of the diamond sheet.	

12/02/2015 1:28pm	The teacher moves to another group. A student shares his quote with her. She reads his analysis and praises his writing. The student explains that he selected this quote to show when Scrooge decides to become a better person. The teacher praises the student's work and tells him that she agrees with his analysis.	
12/02/2015 1:28pm	The teacher calls for the students' attention and address the whole class. She tells them that they should be moving to 'discuss and analyze' the second quotation.	
12/02/2015 1:29pm	The teacher moves to another group. A student reads the quote that she selected and asks the teacher for help making sense of it. The teacher reads the quote out loud and says, "I am not the man I was. I will be the man I must have been..." T: What is Scrooge asking him? S: Why show this if there is no hope to change? T: Correct. Does the spirit reply? S: Well... T: What happens next? S: His hands begin to shake. T: How did Scrooge respond to that? S: He said, 'Good Spirit.' The teacher redirects the student back to the start of the quote. The teacher asks the student to speculate about what the spirit's actions are asking Scrooge to believe. The student explains how the spirit's behavior changed. The teacher presses the student to think about what has happened inside of Scrooge. The student explains that Scrooge has admitted that he needs to change and he has decided that he will change.	
12/02/2015 1:31pm	The teacher redirects the students back to her original question. "What does this mean?" She tells the student that she just explained it on her own. The student thanks the teacher and the teacher replies, "You are welcome."	
12/02/2015 1:32pm	The teacher checks in with other members of the group. A student shares their analysis of Scrooge and his interactions with the ghosts of Christmas past, present, and future. The teacher praises the student's thinking and asks a follow-up question, "Could he have gotten there without the other two ghosts?" The student says that if one of the ghosts had been missing, Scrooge would have turned out differently because all of the ghosts were important.	
12/02/2015 1:33pm	The teacher joins another group. She tells the students that she is anxious to hear their thoughts. A student reads their quote to the teacher. The teacher asks students to revisit the success criteria for the lesson and notices that they are not posted on the board. She reminds the students that they need to connect their analysis to their summary.	
12/02/2015 1:33pm	The teacher addresses the class and reviews the success criteria. She brings up the topic of "purposeful collaboration" and stresses that an important feature of purposeful collaboration is staying on topic. She explains that she expects students to stay on task even when she is on the other side of the room. She reminds the students that being purposeful means talking about the text and she says that she is hearing "all sorts of things" in the table group conversations.	
12/02/2015 1:36pm	<b>NOTICING/WONDERING:</b> I noticed that you started class with reference to the diamond chart and chapter analysis. What did you want the students to learn today and how is that related to yesterday?	
12/02/2015 9:17pm	<b>RESPONSE:</b> Yesterday we learned how to annotate. Today, I wanted them to process their annotations and chart them to prepare for their analysis.	
12/02/2015 1:38pm	<b>NOTICING/WONDERING:</b> You adjusted the groups and prompted the students to change their seats to go to their "diamond groups." How did you decide where students were going to sit today?	
12/02/2015 9:21pm	<b>RESPONSE:</b> The students know that, depending on what we are doing and what materials they will need, their seating changes. The "diamond groups" are the ones they sit in when they are working on their summaries. This allows them to be near the students who are collaborating with them. We've been working on these shifts in seats all year and the students know where to go almost without me telling them. Today, however, they did not move as quickly as I would have liked.	

12/02/2015 1:39pm	<b>NOTICING/WONDERING:</b> I noticed that you moved group to group and answered students' clarifying questions about the task. I wonder you learned about the students today as you were checking in with the different groups?	
12/02/2015 9:22pm	<b>RESPONSE:</b> I saw that lots of the students were confused about the task. They also had a lot of questions unrelated to the work for today. I also noticed that while some students had some great insights about their quotes after I talked to them, others were really struggling to collaborate with their teammates I really wanted them to struggle through their group work and figure it out, but lots of them needed me to help	
12/02/2015 1:41pm	<b>NOTICING/WONDERING:</b> The teacher addresses the entire class and reviews the success criteria that are now on the board. How do you decide when to intervene with the whole class to tell or remind them of something?	
12/02/2015 9:26pm	<b>RESPONSE:</b> Usually I let students struggle through things for a little while, but this time, it took a lot longer than I had expected for the class to figure out what they were expected to do. Next time, I will be sure that the success criteria are posted and that students self-reflect on their understanding of them.	
12/02/2015 1:43pm	<b>NOTICING/WONDERING:</b> I noticed you clarified to some students that they were writing a character analysis of the ghost's influence on Scrooge. The students were also writing down annotations and quotes to share with each other. How were you hoping the students would work together with their annotations to create a character analysis? What did you find they were able to do today?	
12/02/2015 9:32pm	<b>RESPONSE:</b> I wanted the students to individually come up with quotes that could help them write their analyses of Scrooge. I wanted them to think about how Scrooge was being influenced by the ghost throughout the story and I thought if they had different quotes they would have more to say in their character analysis summaries. I saw that the students needed help annotating the quotes, really understanding their individual quotes, before they could put them together and make a summary. I had thought they understood how to do that, but today showed me they needed more time, or maybe more help understanding the story.	
12/02/2015 1:44pm	<b>NOTICING/WONDERING:</b> You checked in with several specific students. How did you decide which students to identify for your check-in?	
12/02/2015 9:35pm	<b>RESPONSE:</b> Several students missed yesterday's lesson on annotating and I knew that they could get the support that they needed in their group to complete the assignment. I checked in with them to see how far they had gotten. I was particularly pleased with the group support that they received and the quality of their work.	

**Staff Signature:****Date:****Observer Signature:****Date:**

- Analyze Roberta's Practice to determine what she can do, is on the verge of, and far from within her area of focus.
  - **District's Focus:** P1, P3, P4, P5, SE3
  - **Roberta's Focus:** P1, SE4, A4, CEC2

CAN dO...	VERGE of...	FAR frOm...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention).

## Observation 2 (Tab 4, p 13)

### What

Calibration: script analysis, coding, and dialogue

### Why

- When we see a script, code and dialogue we grow our understanding, as well as our skills.
- When we are clear on our coding we can see various perspectives.

### How

1. Code the script for all indicators in
  4. Analyze (Can do / Verge of / Far from)
    - Purpose
    - Student Engagement
    - Assessment for Student Learning
    - Classroom Environment and Culture
  5. Write Formative Feedback
    - \*Appreciate
    - \*Affirm
    - \*Next Step
2. Read Noticings / Wonderings / Responses
3. Calibrate Coding of Script

	CAN do...	VERGE of...	FAR from...
P1	There is evidence that the practice is in place (with intention). Base lesson on two 8th grade ELA standards (RL and SL.)	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be. Write a general LT connected to one or two 10th grade ELA standards	There isn't evidence of the practice in place (without intention). Write specific, clearly LT that align to standards & communicate what Ss are going to learn. Ss rephrasing learning target Ss explaining why LT is important
SE4	Use notes to work on a chapter analysis. Communicate expectations for engaging in Diamond Groups. Walk around and address/clearly questions regarding expectations during the work. Ss have had opportunity to share their thinking with the teacher.	Clarify understanding of expectations prior to students doing the work. Prompting students to share their thinking with one another. Ss speaking generally about key ideas.	Ss connecting the ideas of others, text and personal point of view based on the Chapter. Ss talking specifically about the text in discipline specific ways.
A4	Adjust timelines based on students progress and provide general feedback to students based on observation and conversation with the students and their work, including nodding, tracking each speaker and affirming occasionally. Identify that she needs to relax based on what students didn't do.	Tracking who spoke and how students process the text. Making in-the-moment adjustments that result in Ss making connection between activity and learning. Using follow-up question to get students to connect their thinking to text and one another. Providing targeted feedback about the learning and next steps.	
CEC2	Use diamond groups and charts. Remind students of expectations and procedures for engaging in learning routine. Ss sharing what they heard when prompted by the teacher.	Ss engage in Diamond Group with teacher prompting.	Holding students accountable for learning. Student engaging in routine without Teacher managing

(P1, SE4, A4, CEC2)

OPENING  
An appreciation

- Hi [Name]
- Thanks for the opportunity...
- Thanks for your continued dedication to...
- Always appreciate...



#### EVIDENCE & AFFIRMATION (3-5 statements)

You/Students (observable evidence).  
This resulted/impacted/led to (specific result).

#### NEXT STEPS (1-3 ideas)

Identify 1-3 next steps specific to the individuals areas of focus as well as their will/skill, level of proximal development, and personal learning style.

- As you work to grow your practice...
- Some things you might want to consider...
- Something you will want to consider is...
- Something you will want to do...

### Provide Feedback



## Midyear Progress Report

- How has my professional practice grown?
- What impact does my practice have on student learning?
- What should I focus in the next cycle of inquiry?
- What actions should I engage to improve my practice?
- What training and support do I need?

(i) The midyear progress report shall be **based at least in part on student achievement**.

(ii) The midyear progress report shall be aligned with the **teacher's individualized development plan** under section 17(1)(b).

(iii) The midyear progress report shall be aligned with the **annual goals** for the remainder of the school year that are **developed by the teacher or his or her supervisor**, or **his or her supervisor** in meeting these goals. At the midyear progress report, the **teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating**.

(iv) The midyear progress report shall not take the place of an annual year-end evaluation.

## 3 Approaches to Consider

- Option 1 (Best if only 0-1 objectives completed)**
- Open Growth Plan
  - Review Growth Plan
  - Reflect upon how practice has grown, impact on student learning and next areas to focus
  - Respond to prompts within Evidence of Achievement

## Option 2 (Best if more than 0-1 objectives completed)

- Open Growth Plan
- Review Growth Plan
- Reflect upon how practice has grown, impact on student learning and next areas to focus
- Respond to prompts within Evidence of Achievement

## Option 3 (Best if all objectives completed)

- Open Growth Plan
- Review Growth Plan
- Reflect upon how practice has grown, impact on student learning and next areas to focus
- Respond to prompts within Evidence of Achievement

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## Access and Review Growth Plan (Option 1)

1. Review Growth Plan Information and areas of focus; what did you commit to focusing on during the Inquiry cycle?
2. What impact did you intend to make on student learning? (GOAL)
3. What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?
4. Document
  - how your practice has grown
  - what impact it has had on student learning
  - what you might want to focus on next, and address the next areas of focus
5. Add/link artifacts, data, other evidence, if needed.

I have made inconsistent growth in my professional practice. This fall following the five days of framework training and self-assessment, I felt confident that I was hitting the expectations within the rubric. knew had to fine tune some of my practices, but didn't recognize many significant instructional shifts based on the continued PD the district has provided and the feedback from the observations. better understand the best practices within the rubric and recognize that I am doing several things well, but have some significant growth to make within the Purpose and Assessment for Student Learning dimensions.

I have been consistently writing what I thought were learning targets and success criteria for the lesson, as well as providing a performance task for each lesson that would tell me whether or not students could do what I wanted them to do. However, I missed the key idea around ensuring they are intentionally aligned with one another. Moving into the next inquiry cycle, I need to do much more intentional about reviewing the standards and achievable within a single lesson. I will continue to align to the standards and achievable within the single lesson. I will continue to use the formative assessments to inform my planning of lessons.

Evidence of Achievement

Secondly, I better understand the differences between expectations for the activities students engage and success criteria for the performance task that tell students and me whether or not they met my learning expectations for the target. I am going to make sure that the success criteria that I communicate are directly linked to the performance task for the lesson, the performance task is directly linked to the learning target, and the learning target is directly linked to the standards I am teaching not just a part of what we are doing in the unit/lesson.

In the next Inquiry Cycle, I believe my areas of focus should be P1, P3, PS, and A4.

Completed

• Roberta CEE has marked this goal completed on [Jul 04, 2017 9:16AM]

Show 2 GOAL DOCUMENTS

SAVE & RETURN

DUPLICATE

CANCEL

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## Access and Review Growth Plan (Option 2)

1. Review Growth Plan Information and areas of focus..what did you commit to focusing on during the inquiry cycle?
  2. What impact did you intend to make on student learning? (GOAL)

**Option 2** (Best if only 1 obs completed)

- Open Growth Plan
  - Review Growth Plan
  - Open Observation
  - Review Evidence connected to areas of focus
    - Analyze and Document what the evidence indicates you can do, on verge of and far from.
    - Return to growth plan and document how practice has grown (can do), impact on student learning and next areas to focus (verge of)
  - Respond to prompts within Evidence of Achievement

**Option 2 (Best if only 1 ohs completed)**

- Open Growth Plan
- Review Growth Plan
- Open Observation
- Review Evidence connected to areas of focus you can do, on verge of and far from.
- Analyze and Document what the evidence indicates you can do, on verge of and far from.
- Return to growth plan and document how practice has grown (can do), impact on student learning and next areas to focus (verge of)
- Respond to prompts within Evidence of Achievement

Access and Review  
Growth Plan (Option 2)

1. Review Growth Plan Information and areas of focus. What did you commit to focus on during the inquiry cycle?
  2. What impact did you intend to make on student learning? (GOAL)
  3. What Intentional Action Steps did you anticipate taking to grow your practice and impact student learning?
  4. Scroll to the top of webpage, click on the Evaluations tab at the top and select 'View Evaluations'.
  5. Click on the first observation view icon.
  6. Change the 'Group By' setting to 'What does the evidence indicate you can do?' View Evaluations

## Access and Review Growth Plan (Option 2)

- Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?
    - What impact did you intend to make on student learning? (GOAL)
    - What intentional Action Steps did you anticipate taking to grow your practice and

Start Date: 1/20/2016 - 2023 ✓  
EVENING SELF ASSESSMENT

CAN do...	VERGE of...	FAR from...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention)
<b>Current State</b>	<b>Actionable Next Step</b>	
<b>Minimum for Areas of Focus</b> <i>(What does the document evidence indicate you can do?)</i>	<b>What do you know you can do, connected to the evidence, that wasn't documented within this observation?</b>	<b>Ideal State</b> <i>What do you need additional resources, time and support to do, in order to implement within and across all lessons?</i>

**Observation 1**

**EDUCATIONAL LEADERSHIP P**  
Institute for Educational Leadership • Center for Education

**SE4 Opportunity and support for participation and meaning making**  
Teacher selected for observation  
10/09/2015 7:15am

**Response:** I took part in the assessment and grade for the activity. I always keep track of how often everyone speaks in seminar. That time, I also kept track of how often students were processing the text, including notes from today's discussion when discussing through discussion. Based on my teaching about how to really connect your point with the evidence from the text - they left a lot of this unused - like just tagging a quote.

**Response:** Well, during the first part of the discussion, I noticed that the students were missing some of their key ideas in the story and I was worried they were not going to talk about this important moment in the text when Johnny gives Ponyboy some important advice. I also wanted them to really engage with that moment in the text, not just take generally.

**FAR from...**

There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.

**VERGE of...**

There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.

**CAN do...**

There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.

**Observation 1**

**EDUCATIONAL LEADERSHIP P**  
Institute for Educational Leadership • Center for Education

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**FAR from...**

There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.

**VERGE of...**

There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.

**CAN do...**

There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.

Purpose	Unintentional	Basic	Prudent	Daring/Good
<b>P1 Learning targets committed to standards</b>	Lessons on the standards are taught on grade level. Students are able to demonstrate the learning target. Students are more engaged in the learning.	Lessons on the standards are taught on grade level. Students are able to demonstrate the learning target. Students are more engaged in the learning.	Lessons on the standards are taught on grade level. Students are able to demonstrate the learning target. Students are more engaged in the learning.	Lessons on the standards are taught on grade level. Students are able to demonstrate the learning target. Students are more engaged in the learning.
<b>LT: Deepen understanding of the Outiders by participating in a Socratic Seminar.</b>	<p><b>FAR from...</b></p> <p>There is no evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>VERGE of...</b></p> <p>There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>CAN do...</b></p> <p>There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.</p>	<p><b>FAR from...</b></p> <p>There is no evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>VERGE of...</b></p> <p>There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>CAN do...</b></p> <p>There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.</p>	<p><b>FAR from...</b></p> <p>There is no evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>VERGE of...</b></p> <p>There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>CAN do...</b></p> <p>There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.</p>	
<b>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from it.</b>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to support individual writing and speaking in a discussion.</p> <p>b. Follow rules of civility, such as listening carefully to speakers in group discussions or in presentations of student work.</p> <p>c. Pose questions that comment on several aspects of a text or issue; distinguish among themselves and between groups the arguments and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to support individual writing and speaking in a discussion.</p> <p>b. Follow rules of civility, such as listening carefully to speakers in group discussions or in presentations of student work.</p> <p>c. Pose questions that comment on several aspects of a text or issue; distinguish among themselves and between groups the arguments and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to support individual writing and speaking in a discussion.</p> <p>b. Follow rules of civility, such as listening carefully to speakers in group discussions or in presentations of student work.</p> <p>c. Pose questions that comment on several aspects of a text or issue; distinguish among themselves and between groups the arguments and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
<b>Observation 1</b> <p><b>EDUCATIONAL LEADERSHIP P</b> Institute for Educational Leadership • Center for Education</p> <p><b>CC2 Learning routines</b> Teacher selected for observation 10/09/2015 7:00am</p> <p><b>Response:</b> I took part in the assessment and grade for the activity. I always keep track of how often everyone speaks in seminar. That time, I also kept track of how often students were processing the text, including notes from today's discussion when discussing through discussion. Based on my teaching about how to really connect your point with the evidence from the text - they left a lot of this unused - like just tagging a quote.</p> <p><b>Response:</b> Well, during the first part of the discussion, I noticed that the students were missing some of their key ideas in the story and I was worried they were not going to talk about this important moment in the text when Johnny gives Ponyboy some important advice. I also wanted them to really engage with that moment in the text, not just take generally.</p> <p><b>FAR from...</b></p> <p>There is no evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>VERGE of...</b></p> <p>There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.</p> <p><b>CAN do...</b></p> <p>There is evidence that the practice is in place (with intention) but it may not be as effective as it needs to be.</p>				

**Access and Review Growth Plan (Option 2)**

- Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?
- What impact did you intend to make on student learning? (GOAL)
- What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?
- Scroll to the top of webpage, click on the Evaluations tab at the top and select "My Evaluations".
- Click on the first observation view icon. Change the "Group By" setting to **Coding**
- Scroll down to first area of focus. What does the evidence indicate you can do? Verge or? Far from?
- Scroll to the top of webpage, click on the Evaluation tab at the top and select "Growth Plans."

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**Access and Review Growth Plan (Option 2)**

- Scroll to the bottom of your growth plan to "Evidence of Achievement."
- Document
  - how your practice has grown
  - what impact it has had on student learning
  - what you might appreciate or need to address the next areas of focus

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**Access and Review Growth Plan (Option 2)**

- Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?
- What impact did you intend to make on student learning? (GOAL)
- What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?
- Scroll to the top of webpage, click on the Evaluations tab at the top and select "My Evaluations".
- Click on the first observation view icon. Change the "Group By" setting to **Coding**
- Scroll down to first area of focus. What does the evidence indicate you can do? Verge or? Far from?
- Scroll to the top of webpage, click on the Evaluation tab at the top and select "Growth Plans."
- Reopen your Growth Plan

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**Access and Review Growth Plan (Option 2)**

- Scroll to the bottom of your growth plan to "Evidence of Achievement."
- Document
  - how your practice has grown
  - what impact it has had on student learning
  - what you might appreciate or need to address the next areas of focus

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# 3

## Option 3 (Best if 2 or more obs completed)

- Open Growth Plan
- Review Growth Plan
- Run a Trends Report for “Evidence by Indicator”
- Review Evidence connected to areas of focus
- Analyze and Document what the evidence indicates you can do, on verge of and far from.
- Return to growth plan and document how practice has grown (can do), impact on student learning and next areas to focus (verge of)
- Respond to prompts within Evidence of Achievement

## Access and Review Growth Plan (Option 3)

1. Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?
2. What impact did you intend to make on student learning? (GOAL)
3. What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?

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Action 1: Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?

Action 2: What impact did you intend to make on student learning? (GOAL)

Action 3: What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?

Action 4: Establish Criteria for each daily learning target.

Action 5: Opportunities to reflect on progress made.

Action 6: Communicate feedback to learners.

Action 7: Encourage students to reflect on their own learning and the success criteria. Who can help them? How can success criteria be used to analyze and improve their learning.

Action 8: Encourage students to reflect on their own learning and the success criteria. Who can help them? How can success criteria be used to analyze and improve their learning.

Action 9: Encourage students to ask questions through modeling and use of sentence stems.

Action 10: Provide students an opportunity to lead rounds of discussion, collaboration, in which they need to ask questions throughout and use of sentence stems.

Action 11: Define the desired specific habits and skills to target when the lesson is taught and the mathematics we comment. We comment.

Action 12: Encourage students to reflect on their own learning and the success criteria. Who can help them? How can success criteria be used to analyze and improve their learning.

Action 13: Encourage students to reflect on their own learning and the success criteria. Who can help them? How can success criteria be used to analyze and improve their learning.

Action 14: Encourage students to reflect on their own learning and the success criteria. Who can help them? How can success criteria be used to analyze and improve their learning.

Action 15: Clarify expectations and digital support is provided to ensure every student has the opportunity and support to meaningfully participate in the discussion.

## Access and Review Growth Plan (Option 3)

1. Review Growth Plan Information and areas of focus...what did you commit to focusing on during the inquiry cycle?
2. What impact did you intend to make on student learning? (GOAL)
3. What intentional Action Steps did you anticipate taking to grow your practice and impact student learning?
4. Scroll to the top of webpage, click on the Evaluations tab at the top and select “Trends.”
5. Set Filters to: Evidence by Indicator, 2022-23 School Year and Select the 5D+ Rubric i3
6. Click on the “Show Staff Name” hyperlink and then the blue “i” tag next to name.
7. Scroll down to first area of focus. What does the evidence indicate you can do? Verge of? Far from?

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CAN do....	VERGE of...	FAR from...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention)
<b>Current State</b>  <b>Minimum for Areas of Focus (What does the document evidence indicate you can do?)</b>	<b>Actionable Next Step</b>  What do you know you can do, connected to the evidence, that wasn't documented within this observation?  - Additional resources, time and support to do, in order to implement within and across all lessons?	What do you need additional resources, time and support to do, in order to implement within and across all lessons?

**IDEAL STATE**

What do you need additional resources, time and support to do, in order to implement within and across all lessons?

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**Access and Review Growth Plan (Option 3)**

10. Scroll to the bottom of your growth plan to "Evidence of Achievement."

11. Document

- how your practice has grown
- what impact it has had on student learning
- what you might want to focus on next, and address the next areas of focus.

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**Growth Plan Document**

Goal • Last Review: 09/12/2022 Last Update: 09/07/2023

Document Name: Growth Plan Document

File Type: Word Document

Document Description:

Document Options:

**Actions**

Action 9: Students make a 33% improvement on our TAKS Reading score from Grade 8 to Grade 9. I will be effective. If my mean SGP is in the 60-69 percentile or higher, I will be more effective. If my mean SGP is in the 20th percentile, will be ineffective. Students will make a 33% improvement on our TAKS Reading score from Grade 8 to Grade 9. I will be effective. If my mean SGP is in the 60-69 percentile or higher, I will be more effective. If my mean SGP is in the 20th percentile, will be ineffective.

Action 10: Provide students with opportunities to ask questions through modeling and use of sentence stems.

Action 11: Offer students opportunities to lead rounds of discussion, collaboration, in which they need to ask questions through modeling and use of sentence stems.

Action 12: Encourage students to reflect on their learning goals and self-assess, updating student participation, communication devices, small groups, including their communication expectations for engagement.

Action 14: Number of students flagged as a result of strengths and supports given with interactivity specifications.

Action 15: Clarify expectations and digital support is provided to ensure each and every student has the opportunity and support to meaningfully participate in each lesson.

**Comments**

**Attachments**

**Links**

**File History**

Version: 1 Last Updated: 09/07/2023

Version: 0 Last Updated: 09/07/2023

Version: 0 Last Updated: 09/07/2023

**Actions**

Add a Goal Document

Save & Close Document

Print Options

**Access and Review Growth Plan (Option 3)**

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- how your practice has grown
- what impact it has had on student learning
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**Growth Plan Document**

Goal • Last Review: 09/12/2022 Last Update: 09/07/2023

Document Name: Growth Plan Document

File Type: Word Document

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Document Options:

**Actions**

I have made inconsistent growth in my professional practice. This fall following the five days of framework training and self-assessment, I felt confident that was hitting the expectations within the rubric. knew had to fine tune some of my practices, but didn't recognize many significant instructional shifts based on the continued PD the district has provided and the feedback from the observations. better understand the best practices within the rubric and recognize that I am doing several things well, but have some significant growth to make within the purpose and assessment for student learning dimensions.

I have been consistently writing what I thought were learning targets and success criteria for the lesson, as well as providing a performance task for each lesson that would tell me what to do. However, I missed the key idea around ensuring they are intentionally aligned with another. Moving into the next inquiry cycle, need to be more intentional about reviewing the standards for the unit, determining specific learning targets for each lesson that are aligned to the standards and achievable within a single lesson. I will continue to use the formative assessments to inform my planning of lessons.

Secondly, I better understand the differences between expectations for the activities students engage and success criteria for the performance task that tell students and me whether or not they met my learning expectations for the target. I am going to make sure that the success criteria and the learning target is directly linked to the standards I am teaching not just a part of what we are doing in the unit/lesson.

In the next inquiry cycle, I believe my areas of focus should be P1, P3, and A4.

**Comments**

**Attachments**

**Links**

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## Inquiry Cycle: Mid-year Post-Inquiry Conference

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of the mid-year post-inquiry conference is to examine the teacher's action steps, formatively discuss teacher growth using your teacher evaluation rubric, and decide whether to continue the same inquiry or identify a new area of focus.

Steps	Outline and Rationale	Questions, Stems and Frames
Set the context if needed.	Setting the context around the action steps helps to make the purpose of the mid-year post-inquiry conference transparent.	<p>The purpose of this meeting is to engage in a conversation about your area of focus, which included _____, and your students' learning as evidenced by _____.</p> <p>By the end of this conversation, I hope we will be able to have planned next steps for the next inquiry cycle and what outcomes/evidence we should observe in relation to your practices, student learning and our teacher evaluation rubric.</p>
Teacher and principal reflect on the teacher's area of focus. Principal shares examples of observable evidence and asks the teacher to share his/her thinking and reflections about his/her area of focus.	<p>The principal listens to the teacher's thinking to assess how the area of focus played out in daily classroom instructional practice and impacted student learning.</p> <p>The principal and teacher examine samples of evidence to validate teacher's strengths and help shape possible next steps.</p> <p>By grounding the strengths and possible next steps in your instructional framework and using evidence of observed instructional practice and what the students did as a result, teachers and principals get more comfortable with evidence-based conversations.</p>	<p>As our school/district continues to understand and implement instructional practices aligned with the Common Core State Standards and our instructional framework, you have been focusing on...</p> <p>I have observed you a number of times in both your classroom and your PLC and I have noticed the following strengths...</p> <p>I'd like you to reflect on your examples of observable evidence from our pre-inquiry conference connected to your area of focus:</p> <ul style="list-style-type: none"> <li>• Based on the evidence, how did focusing on _____ address _____?</li> <li>• What about working on _____ helped your students with _____?</li> <li>• What evidence do you have that working on _____ helped your students to do _____?</li> </ul> <p>I have also noticed the following in relation to your area of focus...</p> <p>I have also noticed the following based on the framework and rubric.</p>

<b>Steps</b>	<b>Outline and Rationale</b>	<b>Questions, Stems and Frames</b>
Decide to continue or to revise area of focus.	Teacher and principal determine an area of focus that will provide the opportunity for teachers to grow and students to demonstrate success.	<p>We just summed up our learning from the first cycle and are about to begin our second cycle.</p> <p>Based on your learning from the previous cycle, should your area of focus change or should it remain the same? Why?</p>
Note: This is the end of the first inquiry cycle and you are now beginning a new inquiry cycle. If you decided to continue with your area of focus, your evidence below, practice and goals should represent a deeper level of teacher and student learning.		
Create new examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the teacher and principal can ground the area of focus in daily classroom practice.	<p>What would _____ look like by the end of this cycle in your practice?</p> <p>What will students be doing and saying as a result of your learning in this cycle?</p>
Determine changes in instruction.	By describing concrete instructional moves, teachers will be able to set specific and achievable goals.	<p>What will change in your instructional practice?</p> <p>Why do you think that change will improve your students' learning?</p>
Set student learning goals.	Setting student learning goals that clearly state what the teacher wants to accomplish in his/her practice with his/her students will help focus the learning opportunities for the teacher during professional development and feedback cycles with the principal.	<p>What specific instructional practice goals can you set to support this change in practice?</p> <p>How will our work as a school help you with your instructional practice?</p>
Determine steps of implementation and support for the teacher.	Teacher and principal identify a series of action steps to develop the instructional practice identified in the goals.	<p>What do you need to learn in order to implement these shifts in practice?</p> <p>How will you learn about implementing these shifts in practice?</p> <p>Based on what you are saying, here are some possibilities...</p>
Determine steps of implementation and support by the principal.	Teacher and principal identify specific steps the principal will take to support the teacher's learning (PLCs, PD, observing others, modeling, etc.).	<p>What do you need me to do to support your learning?</p> <p>I can support this learning by _____.</p>
Schedule formative feedback cycle.	Teacher and principal agree to when the formative feedback observations will take place.	<p>Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?</p>

# Midyear Progress Report

- How has my professional practice grown over course of inquiry.
- What impact has my practice had on student learning?
- What should I focus in the next cycle of inquiry?
- What actions should I engage to improve my practice?
- What training and support do I need?

(i) The midyear progress report shall be based at least in part on student achievement.  
(ii) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (c).  
(iii) The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.  
(iv) The midyear progress report shall not take the place of an annual year-end evaluation.

<b>SE2</b>	<b>Ownership of learning (who is doing the learning? Who is doing the thinking? Who is doing the work?)</b>			
	Principal <b>partly</b> provides opportunities and strategies for teachers to take ownership of their learning.	Principal provides opportunities and strategies for teachers to take ownership of their learning. Most locus of control is with principal.	Principal provides opportunities and strategies for teachers to take ownership of their learning. Some locus of control is with teachers in ways that support teacher learning.	Principal provides opportunities and strategies for teachers to take ownership of their learning. Most locus of control is with teachers in ways that support teacher learning.
<b>SE4</b>	<b>Opportunity and support for participation and meaning making (Proportion of teachers: some less than half, most more than half, all 100%)</b>			
	Principal <b>does not</b> use engagement strategies and structures that facilitate participation and meaning making by teachers. <b>Few teachers</b> have the opportunity to engage in discipline-specific meaning making.	Principal uses engagement strategies and structures that facilitate participation and meaning making by principals. Some teachers have the opportunity to engage in discipline-specific meaning making.	PRINCIPAL sets <b>expectations</b> and provides support for engagement strategies and structures that facilitate participation and meaning making by principals. <b>Most teachers</b> have the opportunity to engage in discipline-specific meaning making.	Principal sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by teachers. <b>All teachers</b> have the opportunity to engage in discipline-specific meaning making. <b>Meaning making is often teacher-led.</b>
<b>A1</b>	<b>Teacher self-assessment</b>			
	Principal <b>does not</b> provide an opportunity for teachers to assess their own learning in relation to the success criteria for the learning target(s).	Principal provides an opportunity for teachers to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen teacher understanding of progress toward the areas of focus.	Principal provides an opportunity for teachers to assess their own learning in relation to the success criteria for the learning target(s) in ways that <b>deepen</b> teacher understanding of progress toward the target(s).	Principal provides an opportunity for teachers to assess their own learning in relation to the success criteria for the learning target(s) in ways that <b>deepen</b> teacher understanding of progress toward the target(s). Teachers use <b>success criteria</b> for improvement.
<b>A2</b>	<b>Teacher use of formative assessments over time</b>			
	Teachers <b>do not</b> use formative assessments to assess their own learning.	Teachers use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Teachers use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Teachers use formative assessments at least two to three times per year/course and use formative assessments <b>within each unit</b> to assess their own learning, determine learning goals, and monitor progress over time.

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# Midyear Progress Report

- How has my professional practice grown over course of inquiry.
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- What should I focus on the next cycle of inquiry?
- What actions should I engage to improve my practice?
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(iv) The midyear progress report shall not take the place of an annual year-end evaluation.

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## Growth Plan Information

Teacher Name:	Debbie Jones
Growth Plan Name:	Area of Focus - Deb
School Year:	2015-2016
Status:	Approved Growth Plan by Colin Ripmaster on 01/06/2016 12:51pm
	<p>Our district has been focused on two major initiatives at the elementary level over the past two years. These two initiatives are Art Costa's Habits of Mind and UW-CEL's Five Dimensions of Teaching and Learning. This year in our building we are working collaboratively on the Habit of Mind - Thinking about Thinking (metacognition). Classrooms are using strategies that are engaging students in examining their own thinking processes and self-reflecting on their own as independent learners.</p> <p>I have been teaching for 16 years, and is a 1st/2nd grade teacher. I feel it is critical to individualize instruction and I have a deep belief in meeting the needs of individual learners. I always make sure all of my math lessons begin with a "launch" that links the previous days learning to the learning targets for the current lesson. During this time I make sure the learning targets and success criteria are clear to her students, try to provide them multiple opportunities to explore mathematical practices to solve problems.</p> <p>As I work towards our building goals for HOM, I am routinely asking students to justify their answers and draws closure to math lessons in a daily wrap-up, in which students share/summarize their learning with one another. I need to continue to work on students becoming more self-directed by pushing students to identify tools and strategies to solve problems, self-assess their own learning in relationship to the success criteria, summarize and share their learning, as well as determining next steps.</p> <p>At the beginning of the year, I asked students to practice self-assessment strategies with the hope of them using their own formative assessment data, but their age, maturity, or exposure to this type of work revealed that they were not able to do this independently. I have implemented a structure for creating opportunities for students to self-assess, and I have been gradually releasing the responsibility to operate that structure as individual learners.</p> <p>One thing that I recognized early on, is that while my students are learning to self-assess, I need to do a good job of collecting formative assessment data so that my discussions with them after they self-assess will be much more meaningful. In addition, the proper collection of formative assessment data will provide me with an opportunity to carefully consider what adjustments may need to be made from one lesson to the next. Without an accurate data collection tool, I will be unable to do this.</p>
Start Date:	01/06/2016

## Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Purpose
Indicator	Standards: Connection to standards, broader purpose and transferable skill P1
Comments	VS - The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or content such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. GQ - How does the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students assessed needs and learners? GQ - How do the standard and learning target relate to the ongoing work of this classroom?

## Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Purpose
Indicator	Learning Target: Success criteria and performance task(s) P3 and P5
Comments	VS - The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. GQ - How do teaching points support the learning needs of individual students in meeting the learning targets(s)?

## Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Assessment for Student Learning
Indicator	Assessment: Self-assessment of learning connected to the success criteria A1
Comments	VS - Students assess their own learning in relation to the learning target. GQ - How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning.

## Area Of Focus

Rubric	5D+ Teacher Evaluation Rubric
Dimension	Assessment for Student Learning
Indicator	Assessment: Collection systems for formative assessment data A5
Comments	VS - The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). GQ - How does the teacher gather information about student learning? How comprehensive are the sources of data he/she draws?

## Goal

Start Date End Date	01/06/2016 06/10/2016
<b>Goal</b>	<p>Students will consistently assess their own learning in relation to the success criteria and determine where they are in connection to the learning target. The success criteria for the learning targets will be clear to students and students will refer to them and use them for improvement. Early in the year, students will be unable to do this independently. By the end of March, when given the opportunity, all students will be able to self-assess independently. When provided an opportunity this spring for self-assessment, if 85% of students self-assess independently I will be HE, if 70-84% of students self-assess independently I will be E, if 50-69% of students self-assess independently I will be ME, if less than 50% of students self-assess independently I will be IE.</p> <p>Students will show a 10 level improvement on their DRA score as measured on a beginning to end of year Pre/Post DRA test. If 85% of students achieve a 10-level DRA score improvement on their end of the year post DRA assessment, I will be HE, if 70-84% of students achieve a 10-level DRA score improvement on their end of the year post DRA assessment, I will be E, if 50-69% of students achieve a 10-level DRA score improvement on their end of the year post DRA assessment, of students self-assess independently I will be ME, if less than 50% of students of students achieve a 10-level DRA score improvement on their end of the year post DRA assessment, I will be IE.</p>
<b>Action Steps</b>	<p>Action 1 - I will administer a DRA pre and post assessment</p> <p>Action 2 - I will explicitly teach the use of graphic organizers as a way of developing reflective thoughts about learned content as well as formative assessment.</p> <p>Action 3 - I will model metacognitive processing with my students as I perform think-alouds and talking to the text strategies. I will then follow up with students to encourage their use of said strategies.</p> <p>Action 4 - Each lesson will have the learning target and success criteria explicitly clear both verbally and visually.</p> <p>Action 5 - I will guide students regularly through self-assessment by using the success criteria to determine proficiency towards the learning target.</p> <p>Action 6 - I will develop a note-taking system for when I confer with students so that I have the ability to keep track of formative assessment data and possible future teaching points.</p> <p>Action 7 - I will begin working with students to start modeling with mathematics as part of the CCSS Standards for Mathematical Practice. This will specifically include writing an addition or subtraction equation to describe a situation.</p> <p>Action 8 - I will begin unwrapping the standards for the CCSS in Mathematics and ELA so that I can develop learning targets and success criteria for each lesson.</p>

# SORTING: P1, P3, P5, A1, A5

## Planning Formative Feedback

CAN do...	VERGE of...	FAR from...
Independent	Instructional	Frustration
There is evidence that the practice is in place (with intention) independently and consistently.	There is evidence of the practice emerging/developing with conscious effort and/or instructional support.	There isn't evidence of the practice in place, and/or use of practice is ineffective or frustrating.
<b>Recognize/Affirm Practices in Place</b> <ul style="list-style-type: none"> <li>• Grounded in 5D Instructional Framework/5D+ Rubric.</li> <li>• Based on "Can do" from across the rubric.</li> <li>• Based on evidence from observation.</li> </ul>	<b>Identify Short-term Coaching Points</b> <ul style="list-style-type: none"> <li>• Grounded in 5D Instructional Framework/5D+ Rubric.</li> <li>• Connected to "Can do"</li> <li>• Based on evidence from observation.</li> </ul>	<b>Park for Later - PD Points</b> <ul style="list-style-type: none"> <li>• Grounded in 5D Instructional Framework/5D+ Rubric.</li> <li>• Connected to "Verge of"</li> <li>• Based on lack of evidence from observation.</li> <li>• Inform SIP and professional development, next inquiry cycle.</li> </ul>

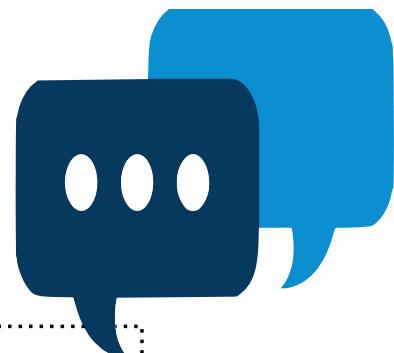


## FORMAL OBSERVATION & FEEDBACK

(P1, P3, P5, A1, A5)

**OPENING**  
An appreciation

- Hi Roberta
- Thanks for the opportunity...
- Thanks for your continued dedication to...
- Always appreciate...



### EVIDENCE & AFFIRMATION (3-5 statements)

You/Students (observable evidence).

This resulted/impacted/led to (specific result).

### NEXT STEPS (1-3 ideas)

Identify 1-3 next steps specific to the individuals areas of focus as well as their will/skill, level of proximal development, and personal learning style.

- As you work to grow your practice...
- Some things you might want to consider...
- Something you will want to consider is...
- Something you will want to do...

**CLOSING**  
A special thanks!

- Thanks for all that you do!
- Looking forward to hearing about your successes!
- You've got this!
- Thanks for your continued dedication!
- In appreciation/collaboration
- Your partner in learning

# SKILL & WILL Feedback Sample

(Focus Areas: P5, A1 and CP3)

## Appreciation

Thank you for the opportunity to observe your lesson specific to students communicating their thinking clearly and effectively when solving subtraction problems using objects, pictures, equations, answer, and explanation.

## Affirmations

- By co-constructing the success criteria with students, referring to them as you touched base with individual students, and having students point to them on their performance task at the end of the lesson, you were able to assess how each student was progressing toward the learning target.
- The assessment protocol you modeled was specific to what strategies students used, whether or not it worked, and what the student thought they should do next. This resulted in students taking ownership for their learning, provided you data to draw reasonable inferences of what students learned, and provide targeted feedback.
- At the end of the lesson you asked students to point to the picture of their subtraction problem, equation, answer, and explanation, prior to calling on specific students to share their thinking. This provided students an opportunity to determine if they had met the expectation for completing the work.

## Specific Feedback Based on Skill and Will

### High Will, Low Skill

Feedback to Guide Thinking

When you provide students the opportunity to indicate which success criteria they completed, students and you were able to note task completion. As you continue to grow your practices ensure students have the opportunity to reflect on their learning individually, with a partner, and/or whole group. You might also want to have students reflect and goal set (in writing or orally) by sharing what strategies worked and didn't work for them, how they will use this learning in the future, and/or what they want to stay mindful of as they work individually and as a team. A few strategies you might consider to gather feedback are: think/puzzle/explore, turn and talk using sentence stems and/or a prompt, think/ink/link, or even random calling to report out.

Looking forward to checking-in and hearing about your successes!

### High Will, High Skill

Feedback to EMPOWER

Something to Ponder: What are various ways to move students from monitoring task completion to communicating their thinking about their learning? identifying what they need to focus next, and/or advocating for the supports they need to ensure their personal growth?

Looking forward to hearing what you come up with!

### Low Will, Low Skill

Feedback that is DIRECT and EXPLICIT

When you provide students the opportunity to indicate which success criteria they completed, students and you were able to note task completion. Something you will need to do is ensure students have the opportunity to reflect on their learning: 1) individually 2) with peers, and/or 3) whole group. Some things I will expect to see in future lessons are: 1) planned turn and talk opportunities using sentence stems and/or a prompt, 2) lectures lasting no more than 7-10 minutes and allowing 2-3 minutes processing time, 3) random calling to report out after providing them time to talk or think collaboratively. Something you will want to do, and I will expect, is the documentation of these strategies in your daily/weekly lesson plans.

Looking forward to viewing the implementation of these ideas in your daily practice. You can do it!

### Low Will, High Skill

Feedback to MOTIVATE

When you provide students the opportunity to indicate which success criteria they completed, students and you were able to note task completion. An area of focus for you and your students will be to make sure time is provided to reflect on their learning (individually and/or with one another) and share their learning with partners, small groups or whole group. You might also consider having them reflect on how strategies worked and didn't work for them, and how they will use this learning in the future.

Looking forward to seeing the successes of both you and your students!