

Formative Assessment of a Teacher a Self-Directed Plan

Ratings and Rationales of Progress on Goals

Student Learning Goal: Currently, 42% of students are at benchmark as measured by the DIBELS (LNF, ISF) by May, 90% will be at the benchmark as measured by the DIBELS (LNF, NWF, PSF).

Rating: Significant Progress

Rationale:

Claim: Ms. A continues to use DIBELS data to show growth of students in the “high risk” and “at risk” in the subcategory of initial sound fluency.

- Evidence 1: As seen in “Nov_Progress_Monitoring,” “Dec_Progress_Monitoring,” and “Jan_Progress_Monitoring” artifacts, Ms. A has consistently ensured progress monitoring for her class of students.
- Evidence 2: As noted in the 1/4/13 observation of Common Planning Time, students who were “high risk” at the beginning of the school year are monitored weekly and students who were “at risk” are progress monitored bi-weekly. Students who are “low risk” are also monitored to show they are maintaining grade level achievements. Student scores at the end of each progress monitoring period also determine how new PAL learning structures are rearranged to match new learners to new peer coaches.
- Evidence 3: Additionally, the artifact titled “Intervention” shows that Ms. A created an action plan for a specific group of students who were not meeting benchmark.

Professional Practice Goal: Using formal (DIBELS) and informal (sound test, center work) data, from November 2012 to May 2013, with 100% of my students, I will use variety of strategies and resources during my literacy centers to match individual needs to academic needs (II-A-3 Meeting Diverse Needs).

Rating: Significant Progress

Rationale:

Claim/Connection to Rubric:

Ms. A has shown continuous growth with using a wide variety of formative and summative assessment tools to support different student learning needs.

- Evidence 1: As seen in the 1/4/13 observation of Common Planning Time, Ms. A’s use of assessments includes DIBELS, TRC and Reading Street benchmark assessments as well as informal teacher created assessment to inform her instruction. The results from the assessments are used to group her students according to their individual learning needs.
- Evidence 2: As seen in the 11/1/12 observation, during Reader’s Workshop.
- Evidence 3: Additionally, as seen in the 12/9/12 observation, Ms. A began differentiating her guided reading lessons.

Ratings and Rationales of Performance in Standards

Standard I. Curriculum, Planning, and Assessment

Rating: Proficient

Rationale:

Claim/connection to rubric: As described by the proficient level of element I-A-1. Subject Matter Knowledge, Ms. A continues to use sound knowledge and understanding of the subject matter to identify key concepts and connects them to standards, objectives, and strategies.

- Evidence 1: As noted in the observation on 11/1/12, students were engaged in partner reads where they read a text and discussed it with a peer.
- Evidence 2: As seen during the observation on 12/9/12, prior to the start of the lesson, the objective for the reading session was clearly explained to students. While engaged in a guided reading group, students were able to identify current and past strategies for decoding an unfamiliar word.
- Evidence 3: As seen in each observation, Ms. A continues to post and review her content and language objectives with her students daily, in this way engaging her students in their learning and providing clarity as to why their learning is important.

Claim/connection to rubric: As described by the proficient level of element I-B-1. Variety of Assessment Methods, Ms. A incorporates a wide variety of formative and summative assessment tools to support student learning.

- Evidence 1: In addition to district benchmark assessments, Ms. A has created numerous formal assessments (such as letter identifications, fluency, sight word assessments and math assessments) which guide her instruction, as represented by the "letter identification assessment" artifact.
- Evidence 2: See Professional Practice Goal rationale for further evidence.

Standard II. Teaching All Students

Rating: Proficient

Rationale:

Claim/Connection to Rubric: Ms. A consistently supports and monitors students in following routines and procedures that are appropriate and efficient for the learning activities, creating a safe physical and intellectual environment as described by the proficient level of the rubric element II-B-1. Safe Learning Environment.

- Evidence 1: During observations on 11/1/12, and 12/9/12, she has consistently implemented management systems such as setting a timer to ensure quick transitions, and wearing a scarf during guided reading lessons to signal to students she cannot be disturbed while working with the group.
- Evidence 2: Additionally, in both observations she has been seen implementing a variety of attention gaining strategies such as "I like how -----is sitting and waiting." As a result of the implementation of routines and systems time on learning is enhanced.

Standard III. Family & Community Engagement

Rating: Proficient

Rationale:

Claim: Ms. A continues to use a variety of strategies to establish regular communication between school and home to convey student progress, as described by the proficient level of the rubric element III-C-1. Two-Way Communication.

- Evidence 1: As represented by the “Newsletter” artifact, she sends students home each Friday with a short newsletter highlighting the weekly learning objectives.
- Evidence 2: Ms. A also sends home weekly behavior charts with each student to inform parents of positive and concerning behaviors. Parents sign the note and are also given opportunity to write back to Ms. A (“Behavior Chart” artifact).
- Evidence 3: Additionally, Ms. A’s families have participated in Open Circle meetings, interactive literacy centers and math games. As a result of Ms. A’s communication parents are becoming involved in their child’s educational experience.

Standard IV. Professional Culture

Rating: Proficient

Rationale:

Claim: Ms. A continues to identify her own learning needs. She communicates these needs to administrators, coaches, and colleagues and requests support and feedback.

- Evidence 1: Ms. A works collaboratively with her colleagues. She spends time before and after school working with colleagues to refine her practices to better meet the needs of all her young learners. Ms. A is a teacher leader who is an active member of the Instructional Leadership Team (ILT) and she facilitates weekly Common Planning Times (CPT).
- Evidence 2: As documented by artifacts “Differentiation PD” and “Anti-Bias PD,” Ms. A has recently completed an advanced practice course on differentiating instruction for all learners through BPS as well as an Anti- Bias professional development course with the EEC department.
- Evidence 3: Ms. A welcomes and solicits feedback on her planning and practice in relation to her professional development goals. As a result of Ms. A’s reflective nature and openness to feedback, she has strengthened her instructional practice.

Overall rating: Proficient