

“Woodland teacher evaluations should:

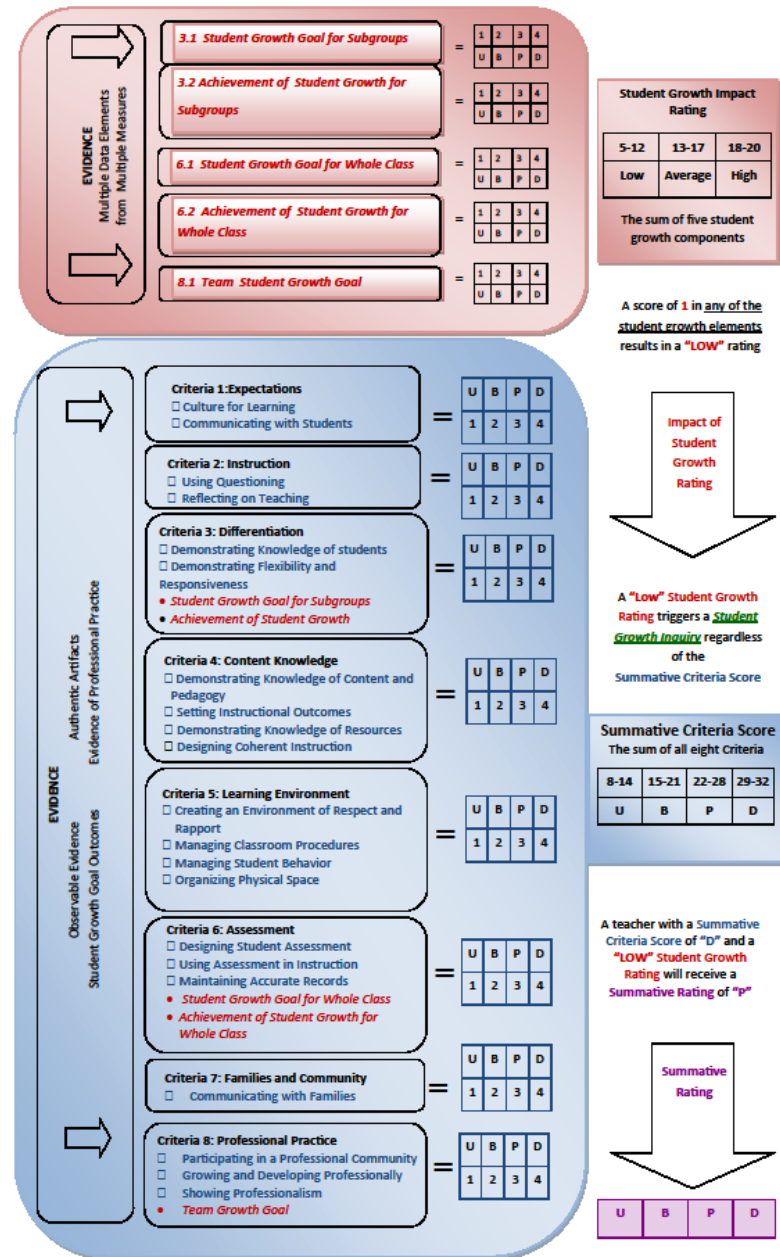
- Focus on learning
- Support growth
- Guide instruction
- Be a collaborative process between teachers and administrators”

Student Growth Goals

- ▶ 3.1 Recognizing individual student learning needs and developing strategies to address those needs.
- ▶ 6.1 Using multiple student data elements to modify instruction and improve student learning
- ▶ 8.1 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Deep Breath....

IF you write **Distinguished Goals** you can take a deep breath... because as you head into this part of the evaluation you will have 12 pts... Therefore, so long as **some students show growth** your performance rating will not be negatively impacted.



Now that we can breath...let' s use these goals to....

- Focus on learning
- Support growth
- Guide instruction
- Be a collaborative process between teachers and administrators

Assessment Practices that Improve student learning

“Strengthening the practice of formative assessment produces significant and often substantial learning gains.”

Black and William

The GPS System Formative Assessment



Recalculate Your Route to the Destination Often

- ▶ How many different kinds of formative assessments do you think are necessary?
- ▶ “No single measure will give you all the answers you need. There is no single point in time that will provide the whole picture. Therefore, identify starting points and measure next steps along the way.”

Assess as you go!

- ▶ How do formative assessments impact instructional time?
- ▶ Formative assessments are often authentic performances of student skills and knowledge. You are not taking time away from learning because they continue to practice their understanding and skills while you observe and collect data.

Mile Posts and GPS systems

- ▶ How are results from summative assessments used differently than formative assessments?
- ▶ Summative - Benchmark or standards based tests are generally meant to measure progress toward state or district goals, they can be used to predict future performance or look back and find trends in performance. Assessment of learning.
- ▶ Formative - Primary function is to inform instruction. Assessment for learning.

Who's in the car with you?

- ▶ How actively involved are students in reflecting and acting on formative assessments?
- ▶ Kids should be a part of reflecting on their own learning and can use your data to take their next steps toward their goals.

Look at the resources available...

- ▶ Rubrics
- ▶ Common Assessments
- ▶ Other

How could you use this tool?

- ▶ The tool is meant to be flexible to inform your instruction!
- ▶ A guiding question: What do I need to know about this student in order to move them along the continuum of next steps toward mastery?

How are we keeping track of this information?

- ▶ What will the data you collect look like?



Roadside Assistance

- ▶ Learning Specialists
- ▶ Administrators
- ▶ Colleagues

Let's Get Going

- ▶ Use the template provided to support writing of a Distinguished Goal (remember- this is our opportunity to use best formative assessment practices).
- ▶ Use your colleagues, learning coach, principal to support Distinguished Goal setting.
- ▶ Resources
 - Student Growth Rubrics
<http://www.woodlandschools.org/storage/file/2503/WSD%20Student%20Growth%20Rubrics%202013.pdf>
 - All Evaluation Resources
<http://www.woodlandschools.org/node/2503>