

Mid-year Update 2015

STAR Math

Assessment Map and DDMs

Peer Observation Program

Goals

Progress

Analysis of progress

Next steps

STAR Math

GOALS

- provide screener
- provide info throughout year
- provide standardized measure

PROGRESS

- staff trained in September
- 1st and 2nd cycles completed
- questions identified for STAR
- PD and teacher analysis planned

STAR Math

ANALYSIS OF PROGRESS

On target

Deep in learning cycle

NEXT STEPS

Continue work with STAR data team

Carry out PD on February 11

Support teachers with analysis and use

Implement 3rd cycle in spring

Determine how well STAR meets district needs

Plan for next year

Assessment Map and DDMs

GOALS

Assessment and our use of assessment data are effective in promoting and monitoring student growth

All faculty implement DDMs; data are used to inform instruction

Assessment Map and DDMs

First task: identifying assessments currently in place

B	C	D	E	F	G	H	I	J	K	L	M	N	O
Assessment	Subj.	Distr. Req?	Class room?	When given?	Form.?	Sum.?	Cmmn Assmt?	DDM?	Format? paper/pencil,	Data? Internal, shared	Assessment Admin: whole class/ individual/	Time to Administer?	Time to Score?
3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 hours
3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes
3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 hours
3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes
Contour Line	Art	Y		2 Classes	Y	Y		Y	paper/pencil, art materials?	district Use	whole class	3 Classes	5 Hours
3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 Hours
3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes
5 Tones/Light	Art	Y		2 Terms	Y	Y		Y	paper/pencil/draw/paint	district use	whole class	15 weeks	12 Hours
3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 Hours
3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes
Wordly Wise: Assessment	ELA		Y	Every two weeks		Y	Y		paper/pencil	N	whole class	30-40 minutes	1 hour
Open Response	ELA		Y	Every two weeks	Y	Y			paper/pencil	N	whole class	At home	4 hours
Fall Writing Prompt	ELA	Y	Y	Fall	Y				paper/pencil	Y	Individual	1 hour	3-4 hours
ELA genre projects - biography, narrative non-fiction, expository, personal narrative, etc.	ELA		Y	4x per year	Y	Y			paper/pencil	N	whole class	a couple weeks	4+ hours
Spring Writing Prompt	ELA	Y	Y	Spring		Y	Y		paper/pencil	Y	whole class	1 hour	2 hours
Fountas & Pinnell	ELA	Y	Y	November/June	Y	Y	Y	Y	reading/oral	Y	Individual	10-15 hours	ongoing
Wordly Wise: Part E	ELA		Y	Every two weeks		Y	Y		typed, paper/pencil	N	whole class	at home	2 hours
Socratic Seminar	ELA		Y	Several times per year	Y	Y			oral	Internal and shared (report card)	whole class	1 class period	4 hours
Vocabulary Quiz	ELA		Y	Weekly	Y				paper/pencil	Internal	whole Class	20 minutes	1 hour
Vocabulary Test	ELA		Y	Once per trimester		Y			paper/pencil	internal and shared	whole class	one class period	1 hour
Presentations	ELA		Y	Several times per year		Y			oral	Internal	whole class	2-3 class periods	2-3 class periods
Debate	ELA		Y	Several times per year	Y				oral	Internal	whole class	2-3 class periods	2-3 class periods

Assessment Map and DDMs

PROGRESS ON MAP

Information gathered – 75%

ELA and Math map of
common assessments
completed

PROGRESS ON DDMs

DDM list 90% complete

Assessments given – to date

Assessment Map and DDMs

ANALYSIS OF PROGRESS

On target with both

NEXT STEPS WITH DDMs

Complete design of last DDMs on list

Determine data system needs; develop plan to meet needs

Complete implementation of all DDMs through end of year

Prepare for use of DDM student impact data in Spring 2016

Lay groundwork for parameter discussions

Design work plan for 2015-16

Assessment Map and DDMs

NEXT STEPS WITH ASSESSMENT MAP

Complete information gathering

Determine process for qualitative review

Analyze existing assessments

Make decisions about future of specific assessments

Determine professional learning needs

Develop plan for improved assessment program

Peer Observation Program

GOALS

1. Sustain professional culture of communication, reflection and collaboration
2. Lay foundation for shift towards more open practice
3. Increase technical skill with feedback

Peer Observation Program

PROGRESS

Key elements of program determined:

Voluntary

Unrelated to evaluation

Freedom to form groups across roles & schools

Faculty choice regarding admin participation

Inquiry-driven

Use of protocols

Professional learning before and during

Strong role of confidentiality

Peer Observation Program

PROGRESS, PART II

Program designed with goals, timeline, action plan

Faculty recruited, use of feedback

Faculty selected and trained, use of feedback

First visits beginning now

Peer Observation Program

ANALYSIS OF PROGRESS

On target

NEXT STEPS

Design assessment measures

Implement ongoing PD

Manage observations

Document program

Assess results

Plan for next year: teacher leadership!