MMS Instructional Cycle

Collaborate to Plan Instruction and Immediate Feedback. Opportunities (IFOs)/ Assessments for Targeted SEs

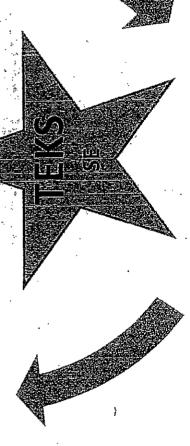
-AND-Analyze Data and Plan for Re-teaching

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Resources/Plans/Assessments

for Instruction

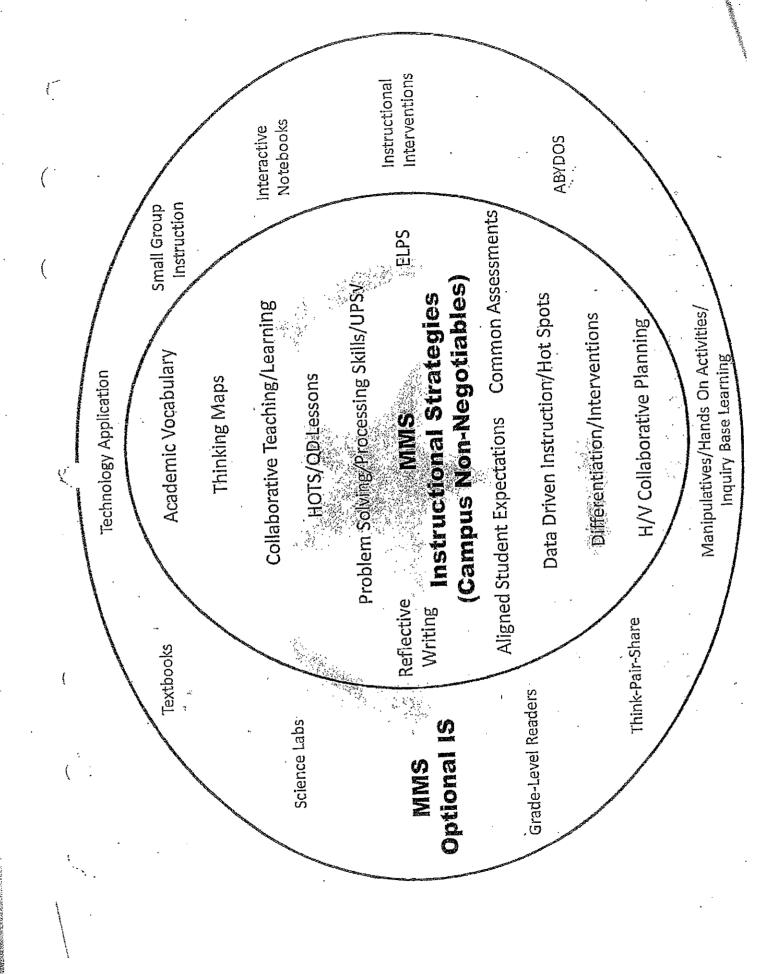
Use Common ·



Administer Common Campus/District Assessment

-AND-

Analyze Data and Plan for Re-teaching



				•
Formative Assessment Tool				page 1 of 2
Analysis of St	udent Work			
Name:	•	Mento	r:	·
Grade Level/Subject Area	• .		Date:	
Student Work Selected fo	What is the n	ame of the assignment	Conten	t Standard: TEKS
1. Expectations for S	tudent Work/Perforn	nance (Give spe	cific criteria for	evaluation of student work):
How would you describe the cr What specific elements must be What sort of work performance How do you expect your studen	is meeting the specific standard of iteria for meeting this standard of a contained in the work or perfor	r objective? mance to meet the star		4
2. Students Names:				·
Far below standard	Approaching standa	rd Meeting	standard	Exceeding standard
List student(s) whose work does not represent the assignment criteria as communicated by my rubric/expectations	List student(s) whose wor comes close, but lacks in a least one of the assignmen criteria as communicated i my rubric/expectations	exacti t's assign by comm	lent(s) whose work by represents the ment's criteria as nunicated by my ic/expectations	List student(s) whose work meets and exceeds the assignment's criteria as communicated by my rubric/expectations
% of class	% of class	-	% of class	% of class
3. Description of STR example of studen	ENGTHS of Student P It work for this assign	erformance (se) ment that repri	ect one studen sents the stren	t from each category/one igths of this category):
Far below standard	Approaching standa	rd Meeting	standard	Exceeding standard
One student whose work represents "far below standard" of my rubric/expectation Provide examples of any strength(s) shown in student's	List one student whose wo comes close, but lacks in a least one of the assignmen criteria as communicated my rubric/expectations Provide examples of strength	at work exa tr's assigni by comm rubri	e student whose ctly represents the ment's criteria as nunicated by my ic/expectations	List one student whose work meets and exceeds the assignment's criteria as communicated by my rubric/expectations Provide example of
effort/attempt to meet standard	shown in student's effort/atter to meet standard	1 1 7	g strength(s) noted s student's work	strength(s) that make this work "exceeding

expectations"

Analysis of Student Work Tool page 2	Date:
New Teacher Name:	Mentor:
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4. Learning needs (Focus on gaps in learning and what these students need to master the standard):

1. What do students in each of the categories need to know and/or be able to do in order to meet the assignment's criteria as outlined in my rubric/expectations?

2. What do students need to know and/or do in order to advance their skills to meet standard and/or enrich their knowledge and abilities?

Far below standard	Approaching standard	Meeting standard	Exceeding standard
Gaps: Example: mistakes on past tense verbs ["swimmed"]	Gaps:	Gaps:	Gaps:
Exact examples of mistakes or misunderstanding represented in students work	Exact examples of mistakes or misunderstanding represented in students work	Examples of what students could do to excel heyond the basic standard	Example of what students could do to show a deeper and wider understanding of the standard
Needs: Review rules for forming past tenses of irregular verbs	Needs:	Needs:	Needs:
What does the student need to know or do to make up the gaps noted above?	What does the student need to know or do to make up the gaps noted above?	What does the student need to know or do to excel beyond the basic standard?	What does the student need to know or do to show a deeper and wider understanding of the standard?

5. Differentiated Strategies for each category/group of students. Note any patterns and trends. Consider resources and/or personnel to support you:

- 1. What strategies will I use to help students "fill the gaps" or enrich their knowledge and skills?
- 2. How will I teach what the student needs to learn and do?

Far below standard	Approaching standard	Meeting standard	Exceeding standard
What strategies will I use to help these students? Peer tutoring, think pair share, foldable, physical-sequential demonstration, etc.?	What strategies will I use to help these students? Peer tutoring, think pair share, foldable, physical-sequential demonstration, etc.?	What strategies will I use to help students to strive beyond the basic expectations? Journaling, student teaching, group leader, reflective questioning, etc.?	What strategies will I use to provide support and enrichment for students to strive beyond the basic expectations? Journaling, student teaching, group leader, reflective questioning, etc.?

6. Plans for next lesson will address or incorporate:

How and when will I incorporate these strategies into my lesson design and delivery?



2nd Year for Elementary and Middle Schools on TEA Grant & TEA BTIMC3 *Class Profile to dovetail with differentiation for students Aware and Mizuni and to support teachers with

*Discipline Plan to dovetail with CHAMPs

adjustments without forsaking mentoring and support of new "Check" the System and make the standards for high-quality *Metrics Project Surveys to teachers Step up efforts to keep campus administrators in the loop of all that is happening

(ACP programs pay \$275 per supplemented by DATE Gra semester + DATE \$275 per Mentor Stipends were semester)

stipends pd by DATE Grant * University Grad mentor

* Master Mentor stipends paid

All mentor stipends are \$1,100 by DATE grant.

\$1,100/180 = \$6.11 per day) or the year for all mentors

Next Steps:

Mentor Academy Module-*Analyzing Student Work Jan. 7 & 8, 2011

mentoring tools & defining the between Mentor Support and qualities of a highly effective Student Achievement with * Exploring the connection eacher

ASW protocol/tool

* Making communication with campus administrators a top priority

scale it up dut ASW with all BTS and Mis

EABTIM G2 Grant for Middle and Elementary Schools

Cognitive Coaching

Revision of Observation Tools with Performance Standards embedded *Doubling of Mentor Stipends *Master Mentor Program and

*Six Campus Forum Meetings Assessment System with Performance Standards *Addition of Formative

National New Teacher Induction (Teacher Continuum, SAS, ILP, * Becoming members of the MYR, EYR, Observations)

*Revision of Observation Tools with Performance Standards Grant for Cognitive Coaching SecondarySchools TEA BTIM C

*Master Mentor Cadre formed stipends *Doubling of Mentor Stipends

*Blue Mentor Forms -

Only Checklists

Mentoring "Lite: "

Before 2007

embedded

*Six Campus Forum Meetings Teacher Continuum, SAS, ILP, Assessment System with *Addition of Formative Performance Standards MYR, EYR, Observations)

6/hours of Mentor

aining every 10

Network

subsequent years

One 1 hour

ears

orientation

districtwide . January 2011 * Planning Principals * Meetings with January 2011 September 2011 principals at Leadership * Training of Instruction Specialists Curriculum and Academies ebruary 2011 -* Training sessions for *ASW 2011 October 31,

Analyzing Student

* Planning by

Associate

Superintendent,

2010-2011

Academy Module for Master Mentors and * ASW/Mentor Almquist NTS Staff with Julie

Staff present ASW to * New Teacher Support new teachers.

Support Staff

New Teacher

Mentoring and Coordinator of support from * Request for

Academy Modules for Year 1 Mentor * Licensing with NTC Julie Almquist

> "meetings for school feeder pattern assignments

* Proposal Associate

principals defense to * Proposal

defense with C & i Superintencents

and Cabinet for

Development Director of Staf

district-wide PD

committe of

Facilitators * Training of DWSD

use district-wide Photostory for all to presentation and

sessions Mentors to facilitate

grade levels to collect case studies

-Vetting of all case

-Revisions of case

Creating a Power Point

Training of Master

 Master Mentors assigned campuses and

. .

*** to go to printing Preparing case studies

> all grade at all campuses for district-wide presented levels.



vertical aligument

Convenations

Analyzing Student Work Mentor Academy Module and ASW Tool Adapted from New Teacher Center, Santa Cruz, CA Permission/License since 2007

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