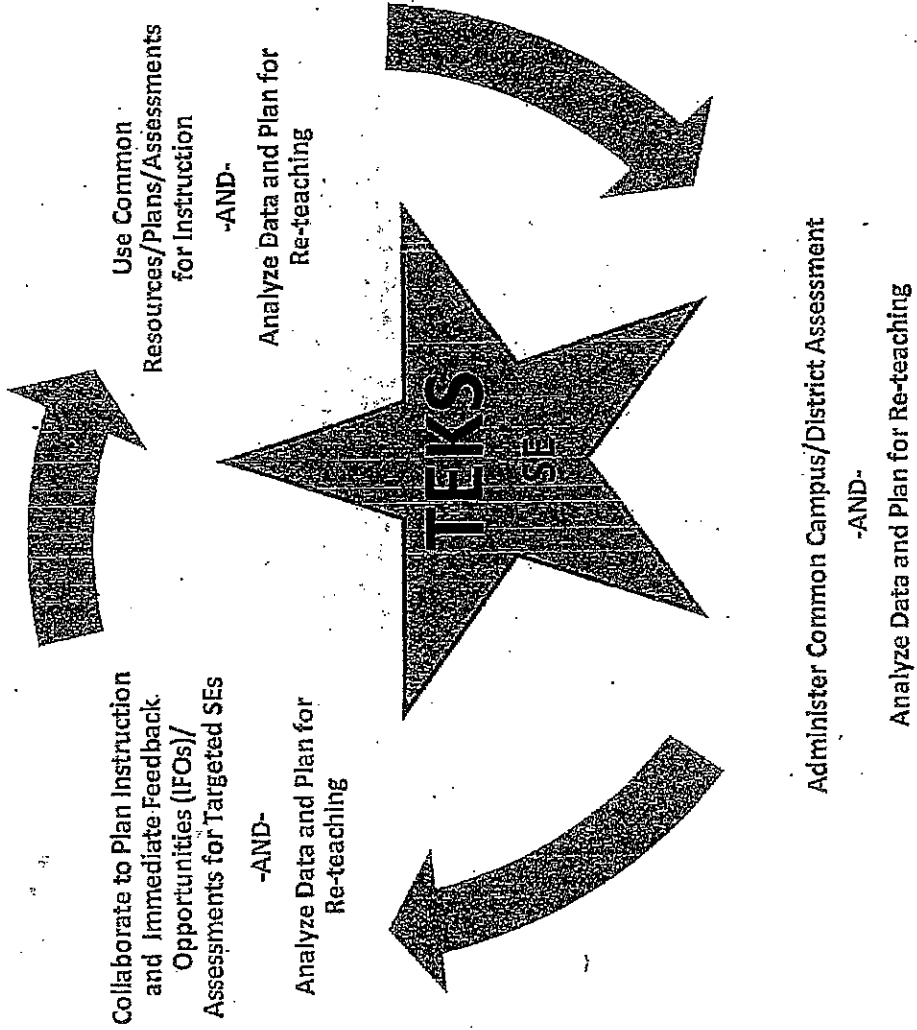
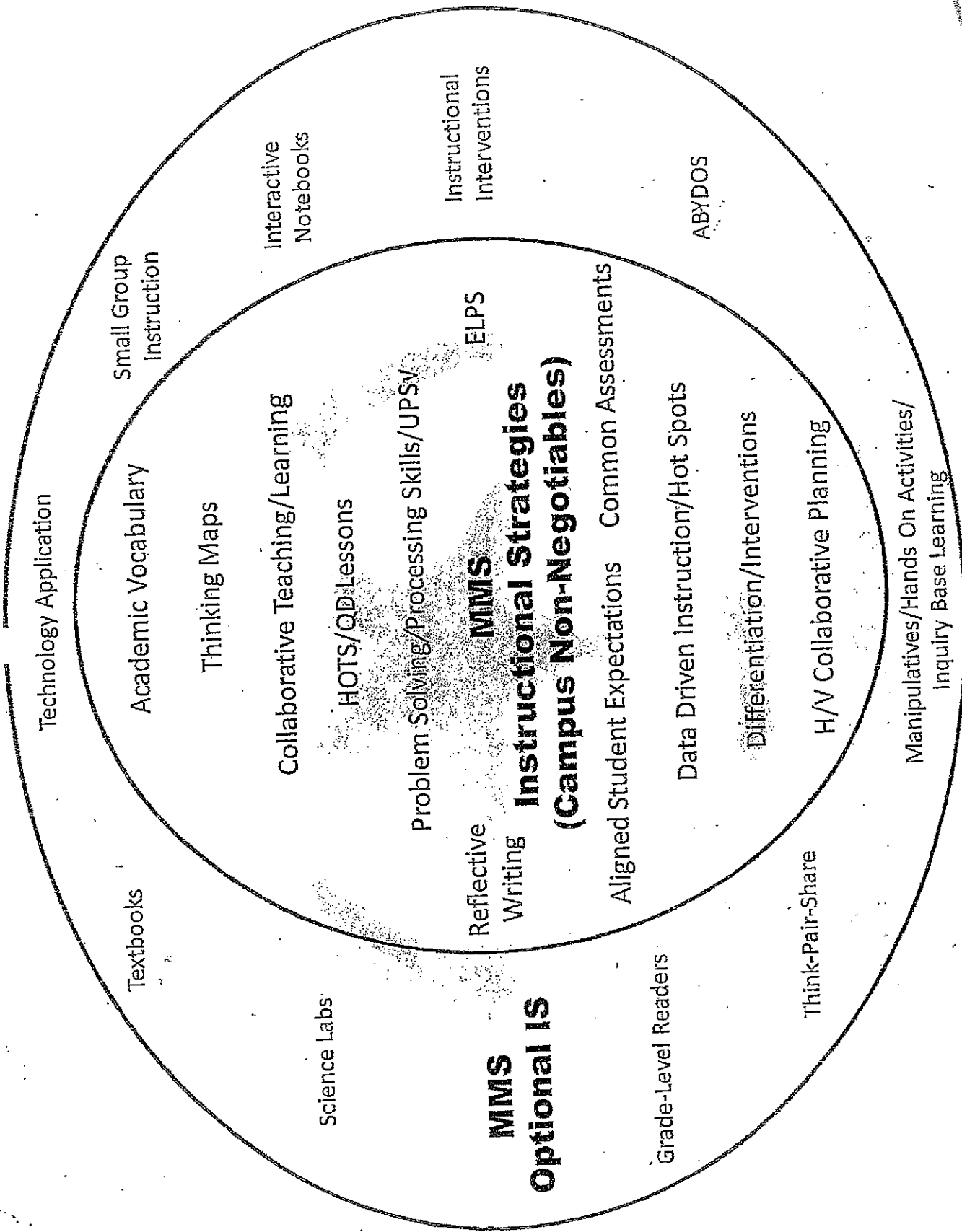


MMS Instructional Cycle







Analysis of Student Work

Name: _____ Mentor: _____

Grade Level/Subject Area: _____ Date: _____

Student Work Selected for Analysis: Content Standard:

1. Expectations for Student Work/Performance (Give specific criteria for evaluation of student work):

- What do you want your students to know or be able to do?
- How will you know if a student is meeting the specific standard or their performance objective?
- How would you describe the criteria for meeting this standard or objective?
- What specific elements must be contained in the work or performance to meet the standard or objective?
- What sort of work performances would you like to see?
- How do you expect your students to perform on this assessment/assignment?

2. Students' Names:

Far below standard	Approaching standard	Meeting standard	Exceeding standard
<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List student(s) whose work does not represent the assignment criteria as communicated by my rubric/expectations </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List student(s) whose work comes close, but lacks in at least one of the assignment's criteria as communicated by my rubric/expectations </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List student(s) whose work exactly represents the assignment's criteria as communicated by my rubric/expectations </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List student(s) whose work meets and exceeds the assignment's criteria as communicated by my rubric/expectations </div>
_____ % of class	_____ % of class	_____ % of class	_____ % of class

3. Description of STRENGTHS of Student Performance (select one student from each category/one example of student work for this assignment that represents the strengths of this category):

Far below standard	Approaching standard	Meeting standard	Exceeding standard
<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> One student whose work represents "far below standard" of my rubric/expectation Provide examples of any strength(s) shown in student's effort/attempt to meet standard </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List one student whose work comes close, but lacks in at least one of the assignment's criteria as communicated by my rubric/expectations Provide examples of strengths shown in student's effort/attempt to meet standard </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List one student whose work exactly represents the assignment's criteria as communicated by my rubric/expectations Provide example of any pervading strength(s) noted in this student's work </div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: 0 auto;"> List one student whose work meets and exceeds the assignment's criteria as communicated by my rubric/expectations Provide example of strength(s) that make this work "exceeding expectations" </div>



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") <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Exact examples of mistakes or misunderstanding represented in students work</div>	Gaps: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Exact examples of mistakes or misunderstanding represented in students work</div>	Gaps: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Examples of what students could do to excel beyond the basic standard</div>	Gaps: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Example of what students could do to show a deeper and wider understanding of the standard</div>
Needs: Review rules for forming past tenses of irregular verbs <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the student need to know or do to make up the gaps noted above?</div>	Needs: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the student need to know or do to make up the gaps noted above?</div>	Needs: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the student need to know or do to excel beyond the basic standard?</div>	Needs: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">What does the student need to know or do to show a deeper and wider understanding of the standard?</div>

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

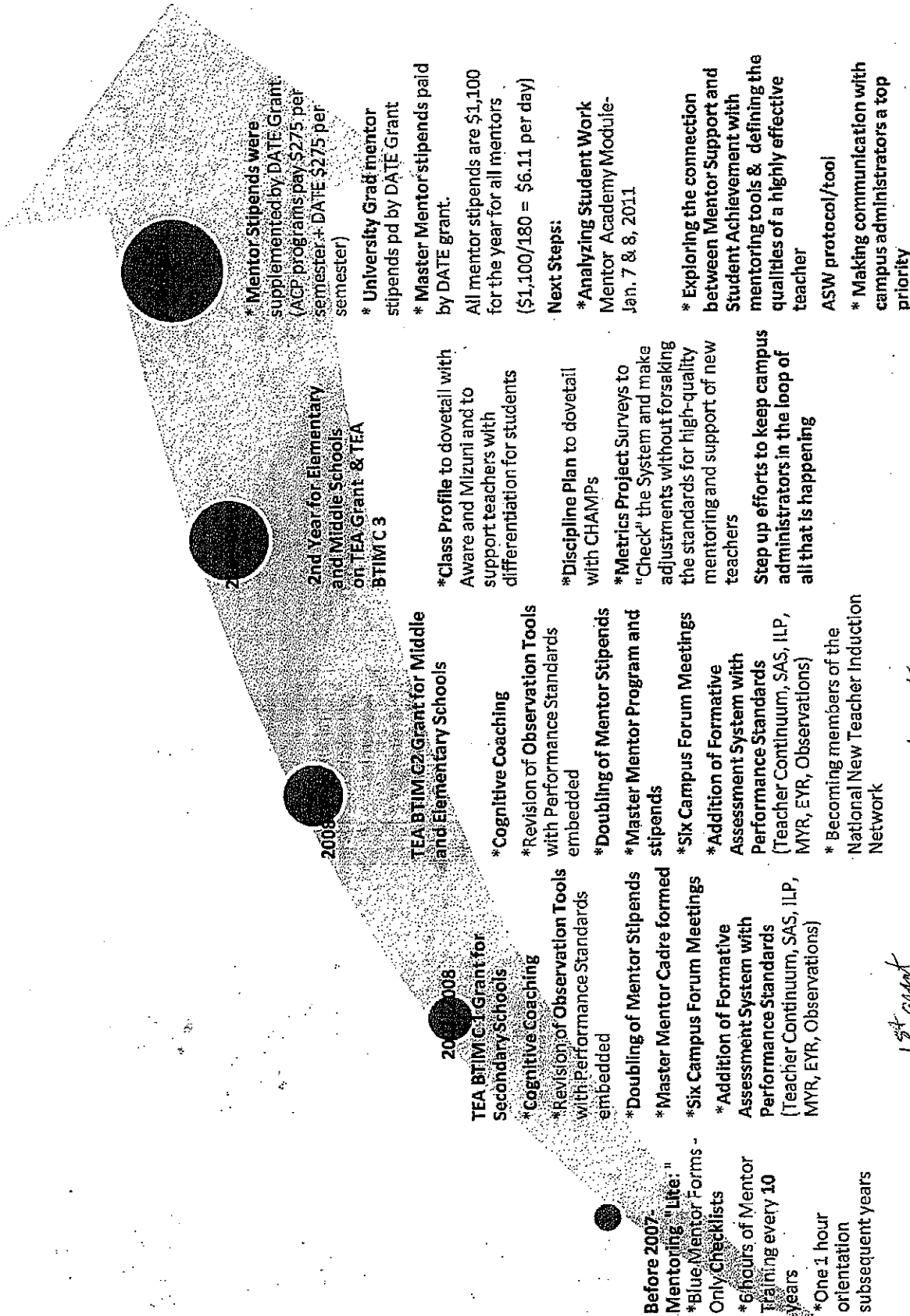
1. What strategies will I use to help students "fill the gaps" or enrich their knowledge and skills?
2. How will I teach what the student needs to learn and do?

Far below standard	Approaching standard	Meeting standard	Exceeding standard
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> What strategies will I use to help these students? Peer tutoring, think pair share, foldable, physical-sequential demonstration, etc.? </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> What strategies will I use to help these students? Peer tutoring, think pair share, foldable, physical-sequential demonstration, etc.? </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> What strategies will I use to help students to strive beyond the basic expectations? Journaling, student teaching, group leader, reflective questioning, etc.? </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> 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.? </div>

6. Plans for next lesson will address or incorporate:

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

Pasadena ISD Mentoring Program Development/Trajectory 2007-2010



Before 2007
Mentoring "Life:"
 *Blue Mentor Forms - Only Checklists
 *6 hours of Mentor Training every 10 years
 *One 1 hour orientation subsequent years

2008
TEA BTIMC 1 Grant for Secondary Schools
 *Cognitive Coaching
 *Revision of Observation Tools with Performance Standards embedded
 *Doubling of Mentor Stipends
 *Master Mentor Cadre formed
 *Six Campus Forum Meetings
 *Addition of Formative Assessment System with Performance Standards (Teacher Continuum, SAS, ILP, MYR, EYR, Observations)

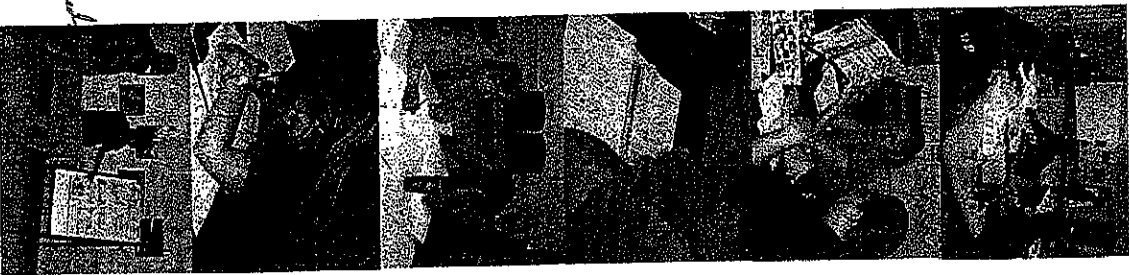
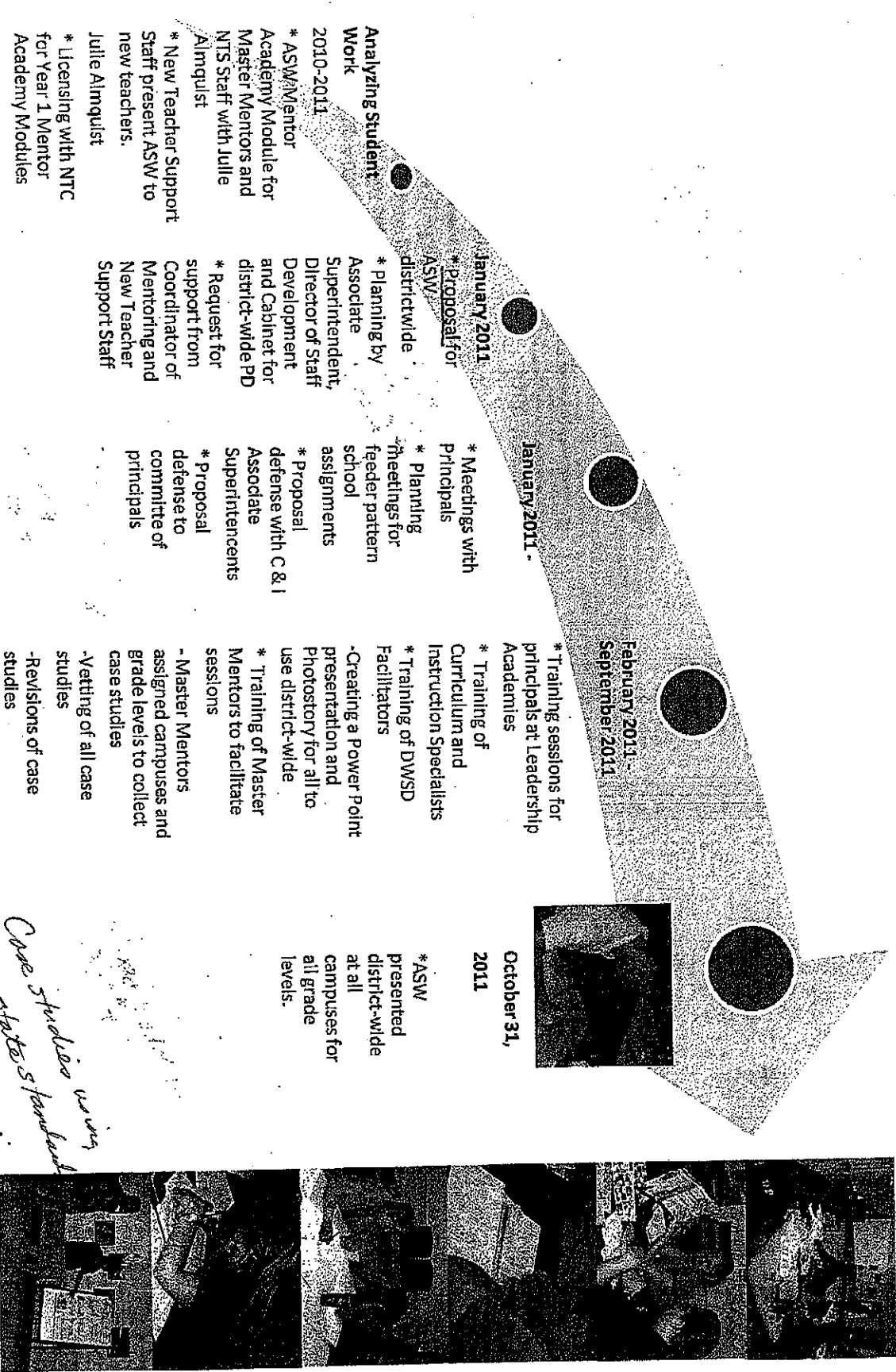
2008
TEA BTIMC 2 Grant for Middle and Elementary Schools
 *Cognitive Coaching
 *Revision of Observation Tools with Performance Standards embedded
 *Doubling of Mentor Stipends
 *Master Mentor Program and stipends
 *Six Campus Forum Meetings
 *Addition of Formative Assessment System with Performance Standards (Teacher Continuum, SAS, ILP, MYR, EYR, Observations)
 *Becoming members of the National New Teacher Induction Network

2009
2nd Year for Elementary and Middle Schools on TEA Grant & TEA BTIMC 3
 *Class Profile to dovetail with Aware and Mizumi and to support teachers with differentiation for students
 *Discipline Plan to dovetail with CHAMPS
 *Metrics Project Surveys to "Check" the System and make adjustments without forsaking the standards for high-quality mentoring and support of new teachers
 Step up efforts to keep campus administrators in the loop of all that is happening

2010
 *Mentor Stipends were supplemented by DATE Grant. (AGP programs pay \$275 per semester + DATE \$275 per semester)
 * University Grad mentor stipends pd by DATE Grant
 * Master Mentor stipends paid by DATE grant.
 All mentor stipends are \$1,100 for the year for all mentors (\$1,100/180 = \$6.11 per day)
Next Steps:
 *Analyzing Student Work Mentor Academy Module- Jan. 7 & 8, 2011
 * Exploring the connection between Mentor Support and Student Achievement with mentoring tools & defining the qualities of a highly effective teacher
 ASW protocol/tool
 * Making communication with campus administrators a top priority

1st grant started with NTC
2nd grant
ASW with all BTs and MTs
Scale it up district wide

Pasadena ISD Mentoring Program - Analyzing Student Work 2007-2012



Case studies were Texas state standard alignment / feeder programs

vertical alignment - conversations