

Teacher Growth Guide 7.6

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging		Developing		Proficient		Distinguished	
7E6) The emerging teacher...		7D6) The developing teacher also...		7P6) The proficient teacher also...		7S6) The distinguished teacher also...	
Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.		Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.		Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.	
Professional Frames							
Evidence of Commitment <i>Maintains data analysis information</i>		Evidence of Commitment <i>Bases lesson design on data analysis</i>		Evidence of Commitment <i>Can model how lesson design in positively impacted by data analysis</i>		Evidence of Commitment <i>Plans for participating in a professional learning community activities</i>	
Evidence of Practice <i>Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis</i>		Evidence of Practice <i>Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice</i>		Evidence of Practice <i>Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice</i>		Evidence of Practice <i>Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis</i>	
Evidence of Impact <i>N/A</i>		Evidence of Impact <i>N/A</i>		Evidence of Impact <i>N/A</i>		Evidence of Impact <i>N/A</i>	
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

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The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
<ul style="list-style-type: none"> • Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both) 	<ul style="list-style-type: none"> • Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports 	<ul style="list-style-type: none"> • Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples 	<ul style="list-style-type: none"> • Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
<ul style="list-style-type: none"> • Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance 	<ul style="list-style-type: none"> • Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides) 	<ul style="list-style-type: none"> • Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting 	<ul style="list-style-type: none"> • Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
<ul style="list-style-type: none"> • Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results 	<ul style="list-style-type: none"> • Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress 	<ul style="list-style-type: none"> • Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan 	<ul style="list-style-type: none"> • Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation