



# Administrators' Update Fall 2009



## *North Coast Beginning Teacher Program (BTSA)*

### Connections that site administrators can make:

- ☒ The BTSA Inquiry process leads new and veteran teachers directly into the kind of collaboration and professional growth that is the foundation of *Professional Learning Communities (PLC)*. BTSA veterans can be expert school site guides as you develop these kinds of collaborative processes with your faculty!
- ☒ Beginning Teachers and Support Providers consistently use *student data to guide their inquiry* into the beginning teacher's practice. BTSA veterans can readily help other teachers translate this kind of inquiry process *focused on the collection of student assessment data* into ongoing grade level and department level investigations concerning student learning.
- ☒ Seeing exemplary teaching *modeled* is critical to a new teacher's growth in professional practice! Beginning Teachers should be provided with release time to observe **a colleague's exemplary classroom instruction**. Please "check-in" with beginning teachers, so they know you support them in using this release time. If possible, we encourage Support Providers to accompany Beginning Teachers on these visits as a means for adding additional depth to follow-up conversations.

### Assessment Guides Instruction

- ◎ A cornerstone of the *North Coast Beginning Teacher Program's (NCBTP)* Inquiry process is the concept that *assessment guides instruction*.
- ◎ Using the concept of *Backward Planning* and *Beginning with the End in Mind (Understanding by Design – Wiggins & McTighe)*, Beginning Teachers plan lessons and units of study by first identifying what students already know (*Entry-Level Assessment*), identifying the outcomes they want students to attain, and identifying essential skills to be taught – **and only then** planning actual lessons.
- ◎ The *NCBTP's Student Work Analysis* provides a tool that each teacher must use along with each specific assessment. Teachers must describe the specific outcome criteria for the assessment to be used **before** giving the assessment. After the assessment is given, teachers divide students into five proficiency groups as described by their set criteria. Then, they complete the final and most critical step in the *Student Work Analysis* process – deciding on and describing strategies they will use to move each of the five groups of students forward to the next level of proficiency. The *Student Work Analysis* provides a multidimensional tool that assists each teacher in identifying expected learning outcomes, analyzing current student work by proficiency level, and specifying differentiated interventions to move students forward in learning.
- ◎ Another key to understanding assessment - that we integrate into our *NCBTP* Inquiries - is the need for teachers to differentiate between the types of assessments they use: *Entry-Level, Progress-Monitoring and Summative Assessments*. Only when teachers use assessment to guide planning, make mid-course corrections and to assess final outcomes, will we be using assessment effectively to guide student learning.

**Use the following page as a tool in your ongoing, site level conversations about ways of using assessment effectively and for multiple purposes.**

**The *Student Work Analysis* tool and directions can be downloaded online at [www.ncbtp.org](http://www.ncbtp.org)**

# Defining Types of Assessment



## Entry-Level Assessments:

Identify what the student already knows, what misconceptions the student has, and help the teacher place the student at the most efficient starting point for his or her learning; assess crucial prerequisite skills and knowledge; identify individual learning preferences and interests to best meet individual student's readiness and needs.

## Progress-Monitoring Assessments:

Assist the teacher in continuously assessing specific learning and progress toward stated learning goals; they signal when alternative routes need to be taken or when students need additional instruction or re-teaching to gain more forward momentum; involve students in assessing their own progress and in identifying their own next-steps in learning.

## Summative Assessments:

Measure on a more formal basis the progress students have made toward meeting learning goals and academic content standards; determine whether the student has mastered the content and document long-term growth; can be used as Entry Level Assessments for future instruction.

	<b>Entry-Level Assessment</b>	<b>Progress-Monitoring Assessment</b>	<b>Summative Assessment</b>
<b>When do I use it?</b>	Before starting a unit or series of lessons	Throughout an instructional period	At the conclusion of a unit or series of lessons
<b>Outcomes for Teacher</b>	Assesses existing skills and concept knowledge; assists in connecting prior knowledge; uncovers student misconceptions; informs instructional planning	Assesses daily and weekly progress toward specific learning goals and content standards; assists teacher in modifying and differentiating instruction determined by individual student progress	Assesses student mastery of learning goals and academic content standards; provides evidence of learning for grading purposes and for communication to parents regarding student progress
<b>Outcomes for Students</b>	Provides students with specific information about their own knowledge and skills	Assists students in identifying needs and setting specific learning goals; students monitor their own progress over time	Provides students with opportunity to demonstrate mastery of new learning; students celebrate successes and identify needs for further study and reinforcement

## **Connection to the *Student Work Analysis* (bottom portion of form) – *differentiating instruction:***

In each column below, specifically describe how you will move each of your <i>five selected</i> students (including advanced student) forward to the next level of proficiency. Use your <i>Universal Access</i> information to identify strategies to use with your three groups <i>Not At Standard</i> .				
<b>Far Below Basic Intensive Group</b>	<b>Below Basic Strategic Group</b>	<b>Basic Benchmark Group</b>	<b>Proficient</b>	<b>Advanced</b>