Focus on

High-Quality Academics
REFLECT, MONITOR, SHARE

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Assessment System

High-Quality Academics Series

Assess the skills of students using a variety of assessment types

Analyze assessment results

Interpret results and make instructional or programmatic decisions

Instruct — teach skills and focus/adjust practice

Reflect and Monitor the progress of individuals and groups

Share reports with students, parents, and administrators

1. What is included in your district / building / classroom assessment plan/calendar/map and is it accessible to all?
2. How do you know that all assessments are high quality, are rigorous, and are implemented with fidelity?
3. How do you know that all assessments are equitable and accessible?

1. How will you begin or continue to engage school staff in analysis and interpretation of student data?
2. How are you implementing data analysis protocols to effectively inform instruction?
3. How are you ensuring educators collaborate in order to make curricular decisions based on data analysis?

1. How do you determine if allotted time for instruction of content / standards is appropriate, and how can the K-12 articulated curriculum be modified for efficiency?
2. How are you using a variety of instructional methods to maximize student learning while differentiating to meet all student needs?
3. How do you ensure alignment of performance expectations (standards), curricular emphasis, and instruction across all classrooms/grade levels?

1. What formal and informal opportunities exist to promote teacher reflection and collaboration to ensure data-informed instructional practices?
2. Have you created a system/process that uses assessment data effectively to monitor student learning needs?
3. What practices are in place to communicate progress regularly to families and caregivers?

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Guiding Questions

- What formal and informal opportunities exist to promote teacher reflection and collaboration to ensure data-informed instructional practices?

- Have you created a system/process that uses assessment data effectively to monitor student learning needs?

- What practices are in place to communicate progress regularly to families and caregivers?

Guiding Question #1

What formal and informal opportunities exist to promote teacher reflection and collaboration to ensure data-informed instructional practices?

- **WHY?**

- **HOW?**

- **WHAT?**

Analyze assessment results

Interpret results and make instructional or programmatic decisions

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WHY is this important?

Reflection allows teachers to:

- turn data into actionable learner-focused instruction.

- align interventions to individual learner needs.

- inform and transform teacher instructional practices.

- initiate opportunities for teacher collaboration and professional development.

- create a data-informed learning community for educators.

- measure the influence of instruction.

The more reflective you are, the more effective you are.

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HOW will we achieve success?

☞ Making time for collaboration may include:

- reconsidering time spent on routine teacher duties.

- budgeting the time for substitutes and summer collaboration.

- restructuring the schedule to intentionally build the time.

- making better use of existing time - meeting vs. collaborating.

- scheduling common planning time.

Alone we can do so little; together we can do so much.

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HOW will we achieve success?

Building Collaboration

- Organize teacher teams.

- Lead teams with data protocols.

- Analyze student work.

- Inform instruction.

edutopia.org
https://www.youtube.com/watch?v=a2UgtgyEDss

Collaboration allows us to know more than we are capable of knowing by ourselves.

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WHAT resources support this initiative?

Tools/Research
- Root Cause Analysis (PVAAS)
- PVAAS Teacher Resource Page
- Building Professional Learning Communities
- How to Create Effective Professional Learning Communities
- Learning Walks (Focus and Look-Fors)
- Learning Walks, Protocols for Examining Student Work, Teacher Labs
- SAS Communities
- Collaborative Coaching
- Teacher Self-reflection Tools

- Student Metacognition Templates (CDT)
- High Impact Instructional Strategies
- 3 Ways Student Data Can Inform Your Teaching
- Using Student Achievement Data to Support Instructional Decision Making

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Guiding Question #2

Have you created a system/process that uses assessment data effectively to monitor student learning needs?

- WHY?
- HOW?
- WHAT?

WHY is this important?

Monitoring progress

- measures learning and achievement.

- informs/adjusts instructional practices based upon student need.

- sets goals to ensure the effective implementation of curriculum, assessment, and instruction.

- enhances conversations around student performance.

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HOW will we achieve success?

A data-informed culture monitors student learning and responds to learner needs. What is your current state?

Not Yet Evident	Emerging	Operational	Exemplary
Monitoring of learner needs via data analysis is extremely limited at best. System is not developed; lacks a process.	System for monitoring is not fully developed; somewhat operational.	System for monitoring is ongoing with continuous improvements based on student needs. Leadership supportive of a data culture.	Pervasive throughout the school with all teachers, teams, learner groups, leadership playing an active role. The schoolwide system or process is an integral part of the school culture supported by active school leader participation.

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Monitoring the System: Guiding Principles

- Establish a system of frequent assessment of recently taught curriculum.

- Embed data use training in an instructional coaching system for teachers.

- Establish expectations to support teacher collaboration around curriculum, instruction, and assessment.

- Bring teachers in the same subject together across schools.

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Monitoring and Improving the System

- ❏ Have you set goals related to the quality of academic experiences your students are having?

- ❏ Have you set goals related to the implementation of your curriculum, assessment, and instruction plan?

- ❏ Have you set goals related to student access to academic experiences?

- ❏ Have you collected the information you need to know to determine where you stand against your goals for quality, implementation, and access?

- ❏ Have you run a learning cycle related to your progress towards your goals for quality, implementation, and access?

https://tntp.org/covid-19-school-response-toolkit/view/planning-for-academics-during-reopening

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Creating a Simple System to Monitor Student Learning Needs

Considerations include:

- analyzing and discussing available diagnostic data.

- using that diagnostic data to inform instructional next steps.

- engaging students in grade-appropriate assignments that are scaffolded and differentiated to meet learner needs.

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Monitoring for Continuous Improvement

Outcomes may include:

- prioritizing instructional time.

- targeting additional individual instruction for struggling students.

- gauging the instructional effectiveness of classroom lessons.

- refining instructional methods.

- examining student data to consider whether/how to adapt the curriculum based on students' strengths and weaknesses.

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HOW will this action be achieved?

Monitoring Student Learning

- Use aligned assessments.

- Track with an effective and efficient system.

- Collect and compare multiple data points.

- Generate reports to summarize mastery and growth.

- Analyze data for individual needs.

https://www.youtube.com/watch?v=uIG_Um5hqIo&t=16s

opportunityculture.org

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Student Performance Monitoring

Engage students in self-monitoring by:

- providing them with explicit instruction on using achievement data regularly to monitor their own performance and establish their own goals for learning.

- assist them in mapping out accomplishments that are attainable, revealing actual achievement gains and providing them with a sense of control over their own outcomes.

https://static.pdesas.org/content/documents/CDT_Metacognition_Student_Mathematics_3to5.pdf

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WHAT resources support this initiative?

Action	Tool
Planning for Data Analysis	Data Analysis Team Checklist
Getting Started with Data Analysis	Protocol for Examining Data
Protocol Template	Protocol for Examining Data
Protocol Template	Data Analysis Meeting Protocol Template
Problem Solving Template	Meeting Minutes Guide
Monitoring Learning	Professional Learning Guide
Instructional Decision Making	Using Student Achievement Data to Support Instructional Decision Making

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Reflection

What formal and informal opportunities exist to promote teacher reflection and collaboration to ensure data-informed instructional practices?

Have you created a system/process that uses assessment data effectively to monitor student learning needs?

Not Yet Evident	Emerging	Operational	Exemplary
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Solutions

PENNSYLVANIA'S INTERMEDIATE UNITS

- ❏ Creating a Data Culture
- ❏ Teacher Collaboration with Data
- ❏ Monitoring Student Learning
- ❏ Using the CDT Metacognitive Templates

SAS Standards Aligned System

- ❏ Demonstrating Knowledge of Students
- ❏ Expectations for Learning and Achievement

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Guiding Question #3

What practices are in place to communicate progress regularly to families and caregivers?

- **WHY?**

- **HOW?**

- **WHAT?**

WHY is this important?

Active engagement of families and caregivers in the education of their learners increases student achievement.

This includes:

- sharing and discussing academic plans with students, families, and staff.

- communicating your curriculum, assessment, and instruction plans.

- sharing your professional learning plan.

- gathering feedback on your academic plan.

- developing an ongoing communication and engagement strategy.

The art of communication is the language of leadership.

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HOW will we achieve success?

How well are you communicating and engaging families to support learning?

Not Yet Evident	Emerging	Operational	Exemplary
There is little to no evidence of a communications plan; communication is one-way or nonexistent. Families have little to no opportunity to engage as a school community.	There is evidence of a somewhat formalized communications plan that encourages family engagement.	There is an effective communications plan evidenced by the engagement of some populations throughout the school community.	There is an effective communications plan evidenced by family engagement of all populations throughout the school community. Two-way communication is the norm.

Adapted from Essential Practice 14

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HOW will we achieve success?

Encourage families to support learning by:

- designing effective forms of communication about school programs and learner progress.

- organizing family volunteer opportunities.

- providing families with ideas to help learners with at-home learning.

- including families in school decisions.

- identifying the community resources/services for families to strengthen student learning and development.

Frequent contact fosters positive school-home relationships.

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Assessment Plan: Keep it Simple!

Avon Grove School District

www.avongrove.org

- Type of test
- Name of test
- Frequency
- Purpose
- Links to test sites
- Caregiver resources

Sharing Data to Create Parent Partnerships

- Make the data easy to read.

- Offer parent data nights.

- Provide a cheat sheet of acronyms.

- Offer specific skills parents can reinforce at home.

https://www.youtube.com/watch?v=uIG_Um5hqIo&t=16s

edutopia.org

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When communication is effective…

Research tells us:

- Students do better when parents/community are involved with schools.

- Test scores climb.

- Remediation rates dip.

- Graduation rates improve.

- Everyone understands and values their roles in the success of the school enterprise.

Effective communication builds understanding and trust.

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What resources support this initiative?

Action	Tool
Sharing: Communicating with Parents	Building Parent-Teacher Relationships
Sharing: Communicating Data to Parents	Sharing Data to Create Stronger Parent Relationships
Sharing: Communicating Student Progress to Parents	Six Tips for Communicating Student Progress to Parents
Assessment Plan	Central Dauphin Assessment Plan
Sharing Data with Teachers, Administrators, and Families	How to Share Data Effectively

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Reflection

What practices are in place to communicate progress regularly to families?

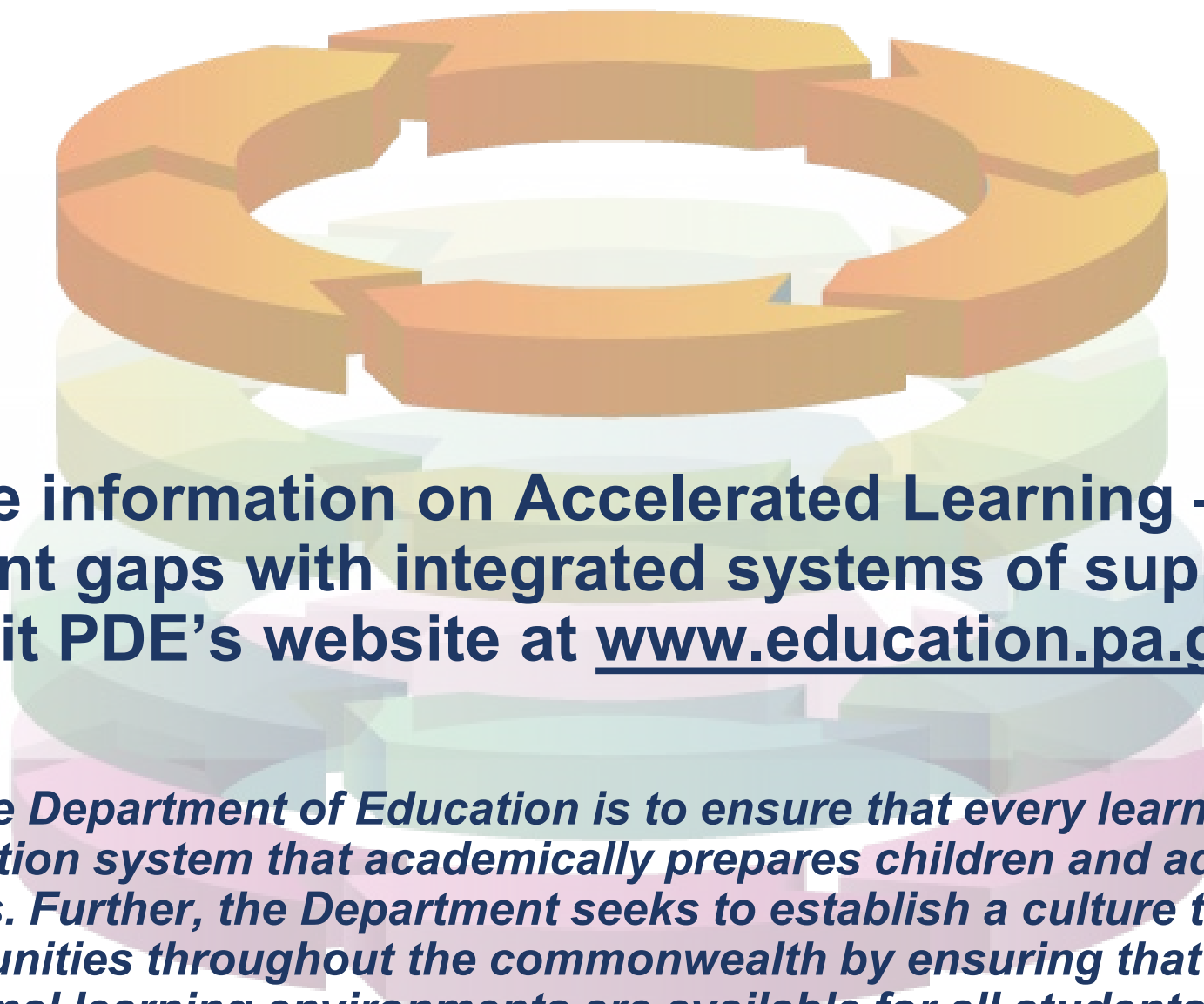| Not Yet Evident	Emerging	Operational	Exemplary
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Solutions

PENNSYLVANIA'S INTERMEDIATE UNITS

- ❑ Effective Communication Strategies
- ❑ Engaging a Diverse Parent Population
- ❑ Making Data Meaningful to Parents

SAS Standards Aligned System

- ❑ Communicating with Families
- ❑ Expectations for Learning and Achievement

For more information on Accelerated Learning – Closing achievement gaps with integrated systems of support, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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Academics: Reflect, Monitor, Share

- Submit your attendance for this session using this Google Form:
  tinyurl.com/PDEaccelerate

- If you are unable to open the tiny url link, use:
  https://forms.gle/KcwcPxgT5gXguaKSA (case sensitive)

- You may also access the attendance form by scanning this QR code with your smartphone.

- Both links and the QR code direct you to the same form.

- **The exit code for this session is: 2 4 6 5 9**