

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(a) using instructional strategies that make the learning meaningful and show positive impact on student learning	1. Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire. 2. Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives. 3. Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets. 4. Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task. 5. Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks.	• Students have limited awareness of different learning approaches and the implications for their learning. Students experience little accommodation for individual learning needs. • Students explore explanations of key ideas and concepts from one perspective. • Students engage in activities without direct knowledge of how they are related to the learning targets or their lives. • Students use a limited number of strategies while practicing their learning. Student work is primarily done in isolation with only occasional assistance from peers. • Students participate in predetermined learning tasks with little or no personal investment.

1(a) Reflective Questions

- What instructional strategies do you use to make learning meaningful?
- In what ways do you determine [assess] the relevance and meaning of the instructional strategies?
- How do you gauge positive impact on student learning?

1(a) Evidence Ideas

- Student survey: how I learn best (learning style), student journal entries of how the learning session met their needs according to their learning style and what they did when it wasn't, parent survey regarding students' learning styles, reflection/plan regarding how students used others' style to enhance their own when attacking a learning task
- Teacher artifact of variety of ways students practice various concepts with student work attached, examples of the same class problem being addressed from different perspectives from various class members, video discussion where diverse opinions and perspectives are practiced
- Examples of students explaining something from one perspective and then from another and evaluating the value of each and problem with each, video of debates where students construct questions and argue different points of view or perspectives on a variety of subjects
- Applied learning project, group project where students connect project to specific learning targets and independently devise strategies to achieve them
- Student reflections on personal achievement related specifically to content goals, student-led conferences, goal-setting journals, class notes, learning fair where students display how their outcome meets learning goals including analysis and reflection

Links for Instruction

Going Beyond the Numbers

An Interview with Stephen H. White

<http://www.ascd.org/portal/site/ascd/menuitem.d6eaddbe742e2120db44aa33e3108a0c/www.ncacinc.org/www.ncacinc.org/template.ascdexpressarticle?articleMgmtId=6e22d377c5c8b010VgnVCM1000003d01a8c0RCRD&printerFriendly=true>

September 2002 | Volume **60** | Number **1**

Do Students Care About Learning? Pages 70-73

Guiding the Innate Constructivist by Caine, Caine, and McClintic ([word](#))

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(b) using a variety of assessment strategies and data to monitor and improve instruction	1. Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets. 2. Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable. 3. Students keep and review with their teacher records of their learning progress to identify <i>their own</i> specific needs for growth 4. Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals. 5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time. 6. Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work. 7. Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data. 8. Students create and use scoring criteria to assess their own and others' work.	• Students have limited understanding of the assessments used to evaluate their learning. • Students know that some students may be treated differently in the assessment process, but do not understand why. • Students rely on their teachers to track and record their progress. • Students' source of information about their learning is primarily teacher feedback. • Students are generally only assessed formally, and at the end of units; learning is not consistently monitored so that immediate adjustments can be made. Students have limited knowledge of how to monitor the effectiveness of their learning strategies. • Students' work is primarily assessed by the teacher. • Students have limited experiences in giving and receiving feedback on their work from their peers. • Student participation in communication is limited to bringing home test results, grades, and invitations to parent conferences.

1(b) Reflective Questions

- How are your students involved in developing scoring criteria such as rubrics?
- What formative assessments do you use? What summative assessments?
- In what ways do you use formative and summative assessments to make instructional decisions?

1(b) Evidence Ideas

- Samples of various assessments used on a variety of learning targets, student articulation of why the assessment was used to measure this particular performance of a learning target
- Survey of fairness of assessments and judgments of their work and behavior, samples of assessment tools being used by the students
- Peer assessments, artifact of peer assessment process, scoring criteria, video of students discussing each other's work
- Video of conferences with teacher, reflections of how best work is used by teacher for assessment, notes from conference with teacher about learning, journal entries about comparing records with teacher, analysis attached to every evidence chosen by student for portfolio of why this is best work
- Evaluation of data received from action research and how used to modify instruction (include several examples), observation notes on how teacher used feedback during instruction to modify instruction
- Artifact of strategies to use with variety of assessments; student work demonstrating practicing assessment of own work; portfolio entries with student reflections; written entries on what they achieved, what they learned well, what is missing, what they need to do to complete learning, what need to do differently next time
- Artifacts of record keeping by students and reflection using records

Links for assessment

December 2007/January 2008 | Volume **65** | Number **4**

Informative Assessment Pages 14-19 The Best Value in Formative Assessment *Stephen Chappuis and Jan Chappuis*

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.c00a836e7622024fb85516f762108a0c/?javax.portlet.tpst=818d37ec925d82800173fc1062108a0c_ws_MX&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_viewID=article_view&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_journalmoid=fbbb7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_articlemoid=08fb7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

December 2007/January 2008 | Volume **65** | Number **4**

Informative Assessment Pages 28-35

The Rest of the Story *Thomas R. Guskey*

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.c00a836e7622024fb85516f762108a0c/?javax.portlet.tpst=818d37ec925d82800173fc1062108a0c_ws_MX&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_viewID=article_view&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_journalmoid=fbbb7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_articlemoid=e81c7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

December 2007/January 2008 | Volume **65** | Number **4**

Informative Assessment Pages 60-63

Self-Assessment Through Rubrics *Heidi Andrade*

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.c00a836e7622024fb85516f762108a0c/?javax.portlet.tpst=818d37ec925d82800173fc1062108a0c_ws_MX&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_viewID=article_view&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_journalmoid=fbbb7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_818d37ec925d82800173fc1062108a0c_articlemoid=7d6c7db792296110VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Black, P. et al. (2003). *Assessment for Learning: Putting it into Practice*. New York: Open University Press.

Repair Kit for Broken Grades Ken O'Connor

November 2005 | Volume **63** | Number **3**

Assessment to Promote Learning Pages 10-17

Seven Practices for Effective Learning by Jay McTighe and Ken O'Connor ([word](#))

August 19, 2003 | Volume **1** | Number **17**

Classroom Assessment and Student Motivation

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.03e1753c019b7a9f989ad324d3108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=issue_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=4b491470b9eaff00VgnVCM1000003d01a8c0RCRD&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

November 2005 | Volume **63** | Number **3**

Assessment to Promote Learning Pages 19-24

Classroom Assessment: Minute by Minute, Day by Day

Siobhan Leahy, Christine Lyon, Marnie Thompson and Dylan Wiliam

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=e9e66a50a9337010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=72276a50a9337010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

November 2005 | Volume **63** | Number **3**

Assessment to Promote Learning Pages 39-43

Helping Students Understand Assessment

Jan Chappuis

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=e9e66a50a9337010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=d2576a50a9337010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1 (c) Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.	1. Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior. 2. Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors. 3. Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively. 4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively. 5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment. 6. Students display the skills needed to take a leadership role in some part of collaborative work.	• Students are aware of the posted behavior expectations and consequences. • Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries • Students use classroom space, materials, and learning time with little regard for order, for others, or for learning. • Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks. • Students accept practices of exclusion and/or over-attention as a normal part of the learning environment. • Students work in groups to complete various tasks without special training in how to work collaboratively. Students take either leadership or passive roles, depending on their comfort level.

1(c) Reflective Questions

- How do you involve students in decision making?
- What strategies do you use to give students feedback on their behavior?
- What methods do you use for assessing students' sense of safety in your classroom?
- How do you structure collaborative work among your students? How are roles chosen or assigned? How do you assess collaborative work?

1(c) Evidence Ideas

- Observation, student reflection on group interaction and respect for the classmates
- Video of classroom, observation of peer or principal
- Video of students reporting on their cultural traditions, etc., posters made by students reflecting cultural traditions, student-created book about a variety of cultures, reports on contributions made by people of various cultures to various content areas
- Student debriefing notes of group interaction, interview, video of group discussion following group work
- Posters of rules, student journal of rules and the student's participation in making them, video of classroom discussion making rules and consequences, audio interview of a couple of students
- Behavior contracts with students, student journal of teacher suggestions and what they did to correct behavior
- Observation
- Cooperative learning notes, video of cooperative groups with various students taking leadership roles, journal entries of strengths and weaknesses and how used strengths in a group project

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(d) designing and/or adapting challenging curriculum that is based on the diverse needs of each student	1. Students can articulate the required learning targets. 2. Students know what is needed to move to the next level of performance. 3. Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate. 4. Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them. 5. Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems. 6. Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.	• Students work on assignments with limited knowledge of the related learning targets • Students are unaware of the progression of steps to successfully reach the learning targets. • Students have little awareness of the options they have to get support when needed. • Students have limited awareness of how the learning is useful to them or in what ways the required tasks will help them in their own lives. • Students use a narrow range of thinking strategies and can complete learning activities without engaging in high-level thinking processes. • Students have limited ways to monitor the effectiveness of their thinking strategies.
1(d) Reflective Questions		
• How do you communicate learning targets to students? In what ways do you determine if they know and understand the learning targets? • What opportunities do you provide for students to reflect on their own learning and thinking strategies? What strategies do you use to assist students in their reflection? • What are ways you can adapt a curriculum to appropriately challenge all students? • What strategies do you use to determine the diverse needs of <i>each</i> student?		
1(d) Evidence Ideas		
• Student journals, assessment rubrics, video tapes, audio tapes, observations, learning target on assignments, poster of learning targets observed • Continuum of learning visual, individual student learning plans with continuum, outcome timelines, reflections of students of what was required and in what ways they met the learning targets. Journal reflection question: What skills prepared me for this lesson, what are the skills I learned in this lesson, and what will I be learning next? • Student journal entries on how they determined that they needed help or enrichment and how they got the needed help, list of options for help, criteria for students to decide if they need to ask for help and who or where appropriate help can be accessed, reflection question: what strategies used to obtain help when needed, videotaped interview or discussion of students • Graphic organizers, reflection papers, rubrics used for evaluating thinking used and student reflection on where they placed themselves and why; student writing of how they will solve a problem and why; student list of possible strategies to use and why they chose the ones they did to solve a problem, teacher artifact of thinking needed to complete a lesson and student work demonstrating it; WASL problem practice with reflection and revision; student journal or reflection on applying the scientific process of predict, collect data, draw conclusion • Video of discussions eliciting high-level thinking, class brainstorming on variety of possible ways to solve a problem and resulting student work, examples of open-ended questions for students to work on and resulting student work, examples of various students solving the problems differently • Student journal entries of reflection: What thinking strategies did you use, did those work well for you, why or why not, what would you do differently next time? Student reflection on making needed adjustments, student work demonstrating adjusting their work with explanation of why they made that adjustment		

Links to differentiation resources

September 2001 | Volume **59** | Number **1**

Making Standards Work Pages 43-46

Standards for Diverse Learners Paula Kluth and Diana Straut

http://www.ascd.org/ed_topics/e1200109_kluth.html

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(e) demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members.	1. Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise. 2. Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities. 3. Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities. 4. Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning. 5. Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.	• Students work in groups, and group leaders do the majority of the speaking and working. • Students engage in learning that demonstrates the values of the dominant culture, with limited acknowledgement of others, and are rarely exposed to other cultures. • Students have limited opportunities to share their personal cultures, discuss bias and prejudice, or develop attitudes of respect. • Students have limited opportunities to relate their cultural background to learning activities. • Students have limited opportunities to know about culturally demeaning messages that may be present in books or other materials they use.
1(e) Reflective Questions		
• How do you get to know your students including their previous experiences, prior learning, interests, and learning styles? • How do you teach respect for differences? • How do you teach your students about other cultures and backgrounds that may or may not be represented in your class?		
1(e) Evidence Ideas		
• Artifacts of learning materials, student work, reflections of students about cultural diversity within the learning experience, video of discussion about culturally diverse ideas, papers written reflecting thoughts about cultural diversity, student work from another cultural perspective, video of debate with students taking different cultural perspectives • Written reports about a country and the perspectives found there and how they contrast with our own, cultural fair, interviews of families from different backgrounds and what they learned from them, ways resources from various cultural communities were used to enhance learning • Video or written work by students about harmful demeaning language and behaviors or cultural slurs, video discussion of showing respect for other cultures and attitudes, reflections on meaningful interactions with others		

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(f) integrating technology into instruction and assessment	1. Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks. 2. Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression. 3. Students learn and demonstrate the responsible and ethical use of technology.	• Students have limited opportunities to learn to use available technologies. • Students use technology as a separate experience from other content. • Students use technology under supervision.
1(f) Reflective Questions		
• What technology is available at your school and district? • Do you have instructional technology specialists at your school or district? • In what ways do you utilize technology as an instructional tool? • In what ways do you integrate technology into assignments, projects, or assessments?		
1(f) Evidence Ideas		
• Publishing student work on computers listing variety of programs used, copiers, transparencies, student's power point presentations, use of Excel programs, internet research or use, assignments using calculators, video, animations, art, graphics, data collection • Student-created rules for proper use of equipment, video/discussion of proper student use and transport of equipment, students reflection on care of equipment, students troubleshooting problems together		

Links for Technology

Curriculum and Technology Page – Links to technology in content areas

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.07dc25a6083d3f9eb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Fctqmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=9826667513235010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=0156667513235010VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_CTQ&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Planning a Webquest - ASCD

<http://www.ascd.org/portal/site/ascd/menuitem.d6eaddbe742e2120db44aa33e3108a0c/www.ncacinc.org/www.ncacinc.org/template.ascdexpressarticle?articleMgmtId=a040169055fd7010VgnVCM1000003d01a8c0RCRD>

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
I. Effective Teaching		
1(g) informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.	1. The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement. 2. The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly. 3. The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student. 4. The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.	• The teacher sends home report cards and invitations to parent conferences, but no other significant attempts to communicate with parents occur. • The teacher uses only a grade book to gather, record, and report student progress. • The teacher has little information on special needs of the traditionally underserved populations, and all students receive the same learning and assessment processes. • The teacher provides only summative reports to parents in the form of report cards and district or state test scores to notify families of student learning progress.

1(g) Reflective Questions

- What have been your most successful strategies for communicating with parents? What have been some challenges?
- When you have a strategy that is not very effective, what are your next steps?
- What are some other strategies you might try to communicate with and involve parents and families?
- What are some strategies you use to actively involve parents and families in the education process? What might be some additional strategies?
- How do you solicit information about a student from parents or families?

1(g) Evidence Ideas

- Teacher structures for creating positive interactions with parents and reflections of how these structures impact student learning, teacher reflections on the barriers and how he/she overcomes them
- Plan for addressing the under-served population and results when implemented
- Communication plan and results when implemented
- Parent conferences, notes from parents, computer communication
- Examples of ways using technology to communicate progress of students with parents, parent letters, websites, electronic transfer of information

Source: Excerpted from [*Guide for Instructional Leaders, Guide 3: An ASCD Action Tool*](#) (pp. 9–15), by A. Meek, R. Champion, and K. Dyer, 2004, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 2004 by ASCD.

Communicating with Parents About Instruction

Anne Meek

<http://www.ascd.org/portal/site/ascd/menuitem.d6eaddbe742e2120db44aa33e3108a0c/www.ncacinc.org/www.ncacinc.org/template.ascdexpressarticle?articleMgmtId=e8b3e0c307458010VgnVCM1000003d01a8c0RCRD&printerFriendly=true>

March 2005 | Volume **47** | Number **3**

New Paradigms for Parental Involvement

Stronger Family Role in Schools Seen as Key to Achievement

by Rick Allen

http://www.ascd.org/affiliates/articles/eu200503_allen.html

Meeting the Challenge of Involving Parents in School The Center of Comprehensive School Reform and Involvement

<http://www.centerforsci.org/files/August%20newsletter.pdf>

Partners In Learning: How Schools Can Support Family Involvement In Education

http://www.kidsource.com/kidsource/content/schools_involvement.html

All Together Now: Sharing Responsibility for the Whole Child

By Martin Blank and Amy Berg

Coalition for Community Schools at the Institute for Educational Leadership, Washington, D.C. For the Commission on the Whole Child convened by the Association for Supervision and Curriculum Development

April 2007 | Volume **64** | Number **7**

The Prepared Graduate Pages 80-82

A (Pod)cast of Thousands

Ann Marie Dlott

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=c4c101cd75eb1110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=f8e201cd75eb1110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

March 2007 | Volume **64** | Number **6**

Responding to Changing Demographics Pages 23-27

What Families Want

Deborah Wadsworth and Michael Hamill Remaley

http://www.ascd.org/portal/site/ascd/template.MAXIMIZE/menuitem.459dee008f99653fb85516f762108a0c/?javax.portlet.tpst=d5b9c0fa1a493266805516f762108a0c_ws_MX&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journaltypeheaderimage=%2FASCD%2Fimages%2Fmultifiles%2Fpublications%2Felmast.gif&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_viewID=article_view&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalmoid=a3b1a7bafb721110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_articlemoid=2002a7bafb721110VgnVCM1000003d01a8c0RCRD&javax.portlet.prp_d5b9c0fa1a493266805516f762108a0c_journalTypePersonalization=ASCD_EL&javax.portlet.begCacheTok=token&javax.portlet.endCacheTok=token

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
II. Professional Development		
2(a) evaluating the effects of his/her teaching through feedback and reflection	1. The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary. 2. The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments. 3. The teacher systematically seeks and receives feedback from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best use of the information, and determines the appropriate response.	• The teacher plans and delivers instruction without monitoring student understanding and modifying instruction as necessary. • The teacher makes instructional decisions without reading, interpreting, or using classroom, district, school, or state summative or formative data. • The teacher receives feedback from others and responds to it.
2(a) Reflective Questions		
• What are your sources of feedback? In what ways do you solicit and gather this feedback? • What are additional feedback channels that may be helpful? • What is your system for analyzing data? What actions result from this analysis?		
2(a) Evidence Ideas		
• Description of method for getting feedback with examples of feedback received, reflection on response to feedback and why, parent suggestion forms at conferences • Various sources of summative data (state tests, national tests, multiple classroom assessments) and interpreted data to inform instructional planning (include specific examples) with action research to demonstrate how impacted student learning		
2(b) using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities	1. The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences. 2. The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources. 3. The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.	• The teacher uses a limited range of resources to inform the analysis of his/her teaching practices. S/he primarily bases growth on own intuition and interpretation of classroom experiences. • The teacher does not adequately or realistically plan for professional growth, or does not follow through on plans. • The teacher relies on her/his own experiences and is not influenced by external feedback.
2(b) Reflective Questions		
• What are work related challenges that you think about all the time? • What are your greatest successes? • How will you know that your impact on student learning has increased?		
2(b) Evidence Ideas		
• Professional Growth Plan from Professional Certification • PGP from TAP and evidence of increased student learning		

Professional Development and Career goals beyond Professional Certification		
Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
II. Professional Development		
2(c) remaining current in subject area(s), theories, practice, research, and ethical practice	- The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning. - The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards. - The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.	- The teacher is learning the content for each subject while teaching to the students. - The teacher has limited knowledge of the Essential Academic Learnings (EALRs) and inconsistently matches lessons to the Grade Level Expectations (GLEs). - The teacher has limited knowledge of research-based teaching practices and limited ability to apply those practices to student learning.
2(c) Reflective Questions		
- How do you remain current in your subject area(s)? - How do you use research on best practices to inform your decision making and planning?		
2(c) Evidence Ideas		
Syllabi or descriptions from courses or workshops		

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<http://www.ncrel.org/engauge/framework/sys/dev/sysdevra.htm>

Teachers Take Charge of Their Learning:

Transforming Professional Development for Student Success http://www.neafoundation.org/publications/takecharge_exec.htm

A Kaleidoscope of Professional Development

<http://www.teachers.ab.ca/Quick+Links/Publications/Magazine/Volume+87/Number+1/Articles/A+Kaleidoscope+of+Professional+Development.htm>

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Research Matters / Moving to Evidence-Based Professional Practice

Steve Fleischman

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Choosing Content That's Worth Knowing

George D. Nelson

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Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
III. Professional Contributions		
3(a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and	1. The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken.	The teacher does not advocate for improved learning for students.
3(a) Reflective Questions		
- How do you ensure that students with special needs have access to curriculum, instruction, and learning environments that meet their needs? - When you have concerns or ideas about curriculum or learning environments, what do you do? - Is there a student or group of students you have “gone to bat” for? What was the situation and what was the outcome for student learning?		
3(a) Evidence Ideas		
- Video, observation, teacher reflection, peer feedback - Letters or emails to school, district, or school board		
3(b) participating collaboratively in school improvement activities and contributing to collegial decision-making	- The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program. - The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all. - The teacher applies effective collaboration and communication strategies in a group decision-making context. - The teacher gains knowledge from the professional teaching community and/or community organizations and shares with colleagues.	- The teacher’s efforts to improve instructional programs relate to his/her classroom only. - The teacher attends required staff meetings. - The teacher has limited awareness of relevant professional and/or community organizations. - The teacher attends meetings and discusses ideas with some staff.
3(b) Reflective Questions		
- What are some ways you collaborate with your grade level team, department, or other job-alike group in your building? In what ways do you focus on student learning together? - In what ways do you collaborate with educators with different roles than yours? (For example, if you are classroom teacher, how do you collaborate with specialists or vice versa.) - How have you shared your new learning, materials, or experiences with colleagues?		
3(b) Evidence Ideas		
- Agendas, outline of plans, results of implementation, group facilitator notes - video of presentations or discussions, description of process - something that lists you as presenter or facilitator, way participated verified by supervisor		

