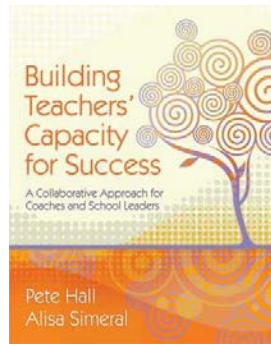


The Continuum of Self Reflection



Building Teachers' Capacity for Success by Hall and Simeral

Four stages: Unaware, Conscious, Action and Refinement

The Unaware Stage:

- No awareness that their classroom can be different
- Limited knowledge of best practices and their role in bringing about learning
- Very hard working but limited gains in student achievement
- *Our goal is to help foster change and a desire to learn*

Strategies that bring about growth:

- Visit the classroom
- Identify a specific instructional problem to build awareness around
- Utilize questioning to build reflection
- Visit other classrooms
- Participate in dialogue with other teachers in a guided setting
- Journal keeping
- Recognize potential, share personal experiences, build rapport



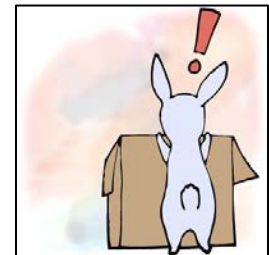
Your role as the coach: unconditional partner

The Conscious Stage:

- Disconnect between best practices and how to implement in the classroom
- They are aware of what they should be doing but lack the motivation and consistency
- Choose the easy way rather than what is best for their students
- *Our goal is to motivate them to apply pedagogical knowledge consistently*

Strategies that bring about growth:

- Provide frequent feedback highlighting strengths
- Examine and discuss students data
- Focus on short term attainable goals that will have an impact
- Support lesson planning
- Model specific techniques and discussion to follow up
- Praise generously, communicate and maintain a clear vision, focus on small changes, make daily contact to check in on progress towards goals



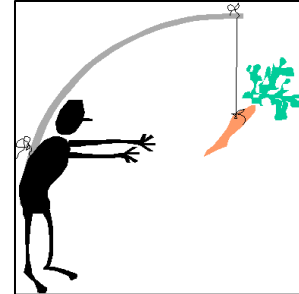
Your role as the coach: motivator and strategist

The Action Stage:

- They are motivated to change and integrate their knowledge with classroom instruction
- They are looking to find the "right" way of teaching
- They accept responsibility for their teaching and are beginning to focus on individual needs in the classroom
- *Our goal is to build on strength and expertise*

Strategies that bring about growth:

- Invite participation in small group discussions
- Participate in a book club
- Use classroom observation with specific feedback
- Videotape and analyze performance together
- Idea sharing through collegial observer
- Reflective questioning
- Attend workshop and share learning
- Analyze student data together
- Publicly recognize expertise
- Validate ideas and actions, encourage independence, provide research from which to construct meaning, collaboratively engage in diagnosis and action planning



Your role as the coach: mentor

The Refinement Stage:

- Competent in the art of teaching
- They know that they have to utilize a variety of strategies to meet the needs of the diversified classroom
- They can adjust instruction in the moment and use a variety of data points to support the planning of instruction
- *Our goal is to encourage long term growth and reflection*

Strategies that bring about growth:

- Provide a wide range of pedagogical resources
- Encourage a book club facilitation or implementation
- Analyze group data together
- Establish team action project
- Student teacher hosting opportunities
- Encourage leadership and talent development
- Compliment creativity and originality, bring attention to hard work, ask questions to drive personal reflection, engage in discussion on personal/educational philosophy



Your role as the coach: collaborator

Berewick Elementary Data Analysis- MAP and READING 3D

This form will be filled out upon completion of MAP and Reading 3D sessions at the BOY, MOY, and EOY. The purpose is to help guide your instructional decisions to best meet the needs of your students. Once testing has completed your Coach will schedule a meeting to discuss your data and the plan you have put in place.

Teacher Name _____ Subject/Block: _____

MAP Fall Data:

1. Step 1: How did your students perform overall?

Class proficiency: ____ (divide the students with valid test scores by the number of students at or above RIT)

% of students at or above 40th percentile: ____ (add the percentages for avg, hi avg, and hi)

Look at the Goal Areas. Rank them in order from highest to lowest.

2. Step 2: Look at your individual students. Where do they fall?

<10	Lo 10-21	Lo Avg 21-40	Avg 41-60	Hi Avg 61-80	Ø 80

Berewick Elementary Data Analysis- MAP and READING 3D

3. Look at the students that fell in the < 10 and Lo 10-21 categories. Are they already within the RtI framework? List the students.

Who is not in the RtI framework? List the students below.

4. What is your action plan? Think about the following: Which students need to receive a PEP? What interventions are you/will you do to address areas of weakness for the students that are below the 21st percentile? What are areas of focus for whole group mini lessons? What are areas of focus for your guided groups?

Group	Students	Strategy/Intervention	Timeline	Assessment/Monitoring

Berewick Elementary Data Analysis- MAP and READING 3D

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Reading 3D Fall:

- 1. Look at your Dibels Assessments. Identify students that need to be progress monitored and the skill area that you need to address.**

Skill Area	Students	Intervention/Strategy	Frequency of Progress Monitoring

- 2. Look at the TRC data. Divide your students into guided groups based on their reading levels. Utilizing the Continuum of Learning as a reference point, identify the skills for each group, who will be meeting with them, and the frequency that the group will meet.**

Group:	Instructional Level:	Identified Skills:	Frequency of lessons:	Who will deliver instruction?
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Berewick Elementary Data Analysis- MAP and READING 3D

3. Based on Reading 3D, what other students do you need to add to a PEP?

Berewick Elementary Data Analysis- MAP and READING 3D

MAP Winter Data:

1. Step 1: How did your students perform overall?

Class proficiency: ____ (divide the students with valid test scores by the number of students at or above RIT)

% of students at or above 40th percentile: ____ (add the percentages for avg, hi avg, and hi)

% of students that made their growth goals: _____ (count the number of yes, divided by the total number of students that had growth data)

Look at the Goal Areas. Rank them in order from highest to lowest.

2. Step 2: Look at your individual students. Where do they fall? First record the students based on their proficiency. Then highlight the students that made their growth goals.

<10	Lo 10-21	Lo Avg 21-40	Avg 41-60	Hi Avg 61-80	Ø 80

Berewick Elementary Data Analysis- MAP and READING 3D

Think about your students and categorize them into the following categories:

Proficient and Made Growth	Proficient, but did not meet Growth	Not Proficient, met growth	Not Proficient, did not meet growth

- 3. Look at your RtI/PEP students. Have they made improvements? Are they ready to be exited?**

Look at the students that are proficient, but did not meet growth. What adjustments do you need to make to their plan? What are your actions steps for students that are not proficient? Make adjustments and add to your action plan.

Group	Students	Strategy/Intervention	Timeline	Assessment/Monitoring

Berewick Elementary Data Analysis- MAP and READING 3D

Winter Reading 3D:

- 1. Look at your Dibels Assessments. Did students that were being progress monitored make their goals? What are your next steps if they did not make their goal and/or what area needs to be monitored next? Identify students that need to be progress monitored and the skill area that you need to address.**

Skill Area	Students	Intervention/Strategy	Frequency of Progress Monitoring

Berewick Elementary Data Analysis- MAP and READING 3D

2. Look at the TRC data. Identify which students are not proficient and/or did not grow in their reading levels.

Proficient- Meets Grade Level Expectations	Not Proficient- but grew in their text levels	Not Proficient- but did not grow in their text levels

Divide your students into guided groups based on their reading levels. Utilizing the Continuum of Learning as a reference point, identify the skills for each group, who will be meeting with them, and the frequency that the group will meet.

Group:	Instructional Level:	Identified Skills:	Frequency of lessons:	Who will deliver instruction?

Berewick Elementary Data Analysis- MAP and READING 3D

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MAP Spring Data:

1. Step 1: How did your students perform overall?

Class proficiency: ____ (divide the students with valid test scores by the number of students at or above RIT)

% of students at or above 40th percentile: ____ (add the percentages for avg, hi avg, and hi)

% of students that made their growth goals: _____ (count the number of yes, divided by the total number of students that had growth data)

Look at the Goal Areas. Rank them in order from highest to lowest.

2. Step 2: Look at your individual students. Where do they fall? First record the students based on their proficiency. Then highlight the students that made their growth goals.

<10	Lo 10-21	Lo Avg 21-40	Avg 41-60	Hi Avg 61-80	Ø 80

Berewick Elementary Data Analysis- MAP and READING 3D

Think about your students and categorize them into the following categories:

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Look at the students that are proficient, but did not meet growth. What adjustments do you need to make to their plan? What are your actions steps for students that are not proficient? Make adjustments and add to your action plan.

Group	Students	Strategy/Intervention	Timeline	Assessment/Monitoring

Berewick Elementary Data Analysis- MAP and READING 3D

Spring Reading 3D:

- 1. Look at your Dibels Assessments. Did students that were being progress monitored make their goals? What are your next steps if they did not make their goal and/or what area needs to be monitored next? Identify students that need to be progress monitored and the skill area that you need to address.**

Skill Area	Students	Intervention/Strategy	Frequency of Progress Monitoring

Berewick Elementary Data Analysis- MAP and READING 3D

2. Look at the TRC data. Identify which students are not proficient and/or did not grow in their reading levels.

Proficient- Meets Grade Level Expectations	Not Proficient- but grew in their text levels	Not Proficient- but did not grow in their text levels

Divide your students into guided groups based on their reading levels. Utilizing the Continuum of Learning as a reference point, identify the skills for each group, who will be meeting with them, and the frequency that the group will meet.

Group:	Instructional Level:	Identified Skills:	Frequency of lessons:	Who will deliver instruction?

Berewick Elementary Data Analysis- MAP and READING 3D

Data Chats:

- 3 times a year- based on universal screener and Reading 3D data
 - Discussion of student performance:
 - § Intervention Team/PEPs
 - § Growth trajectory
 - § Proficiency
 - Action Plan- interventions, progress monitoring
- Monthly Meetings
 - Discussion of student performance
 - § Common Assessments
 - § Informal Checks
 - Instructional feedback