

FEAP 5c.-Uses a variety of data independently & in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve effectiveness of lessons.

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>The teacher does not share effective test-taking strategies with his colleagues as he wants all credit for himself. (D)</p> <p>The teacher does not attending meetings after school or during their prep period. (D)</p> <p>The teacher is quick to say “that’s not my job” when asked to do anything above and beyond their general teaching load.</p> <p>The teacher collects data on their students, but does not share it with their colleagues for any advice or suggestions.</p>	<p>The teacher is open to collaborating with his/her peers, but never makes time to follow through. (D)</p> <p>The teacher does not volunteer but will only serve on a committee if asked by the principal. (D)</p> <p>The teacher collects student data and shares with colleagues, but does not implement suggested changes/adjustments.</p> <p>The teacher is confident in their teaching practice and only changes materials “slightly” every year.</p>	<p>The principal acknowledge the teacher as part of a collaborative team that is improving student achievement. (D)</p> <p>The teacher enrolls in professional development courses and shares information gained with colleagues during casual exchanges. (D)</p> <p>The teacher is willing work with colleagues and adjust their planning during a time frame that fits their schedule.</p> <p>The teacher sets goals at the beginning of every year for them to improve the students achievement in their class and “be a better teacher.”</p>	<p>The teacher leads a PLC and encourages the active participation of all members in the grade. (D)</p> <p>The teacher actively searches professional development websites to find strategies to improve their practice.</p> <p>The teacher is transparent in what they do every day and establishes an open and constant communication with their peers.</p> <p>In a collaborative group, teachers begin every quarter examining their students’ scores and planning the next quarter collaboratively to increase student achievement.</p> <p>After the teacher grades an assessment for their class, they write a short note to themselves in their planner on how they could improve this for next year.</p>

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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

Shares a variety of research-based teaching strategies

http://www.google.it/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&cad=rja&ved=0CEMQFjAB&url=http%3A%2F%2Fwww.britishcouncil.org%2Fuk_21centurylearning_design_baldevsingh.ppt&ei=17pNUpeMBeWs4AS92YCQBg&usg=AFQjCNGIG8d24kFh40-dkq7YopkbFrYew&sig2=rwFQ_Oq8a0jZ9Mqkoox7mA

<http://agpa.uakron.edu/p16/btp.php?id=inquiry-approaches>

http://www.kaganonline.com/free_articles/research_and_rationale/312/Cooperative-Learning-Structures-Improve-Performance-and-Attitudes-of-High-School-Journalism-Students

<http://www.districtadministration.com/article/benefits-teacher-collaboration>

http://www.education.com/reference/article/Ref_Maximizing_Impact/

<http://www2.ed.gov/rschstat/eval/data-to-inform-instruction/report.pdf>

<http://www.trb.tas.gov.au/Shared%20Documents/Using%20data%20to%20inform%20teaching.pdf>