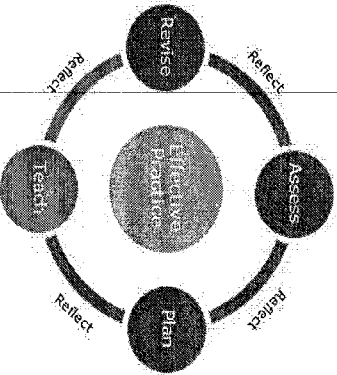


GATHERING and SYNTHESIZING STUDENT DATA

A Formative Assessment Tool

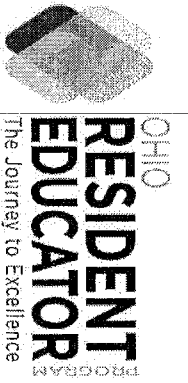
What is data? Where do I find it? How do I use it? Why is it important?



The effective educator gathers relevant data to create a snapshot of an entire class. Resident educators and mentors study data trends and patterns to guide instruction. Some examples of data include: quarterly assessments, kindergarten readiness scores, teacher-made assessments, attendance and discipline data, state tests, standardized achievement test scores, literacy levels and more. **Data sources are not limited to those listed. Data should be both formative and summative, and relevant to planning and implementing quality instruction.**

The effective educator collects data throughout the school year, from multiple sources, to inform planning and instruction. A collection of data in itself provides no answers until we ask questions about its meaning, what can be learned and how it can be used. Resident educators and mentors may use the sample below, or use district-generated tools, to collect and organize data. **The Resident Educator Program requires that two students are monitored continually during the school year through the gathering of data.*** *Educators also can use this data tool within the Ohio Teacher Evaluation System process as it links directly with Instructional Planning section (Assessment Data, Prior Content Knowledge), and Instruction and Assessment (of Student Learning).*

How can I be a better educator tomorrow than I was today?



Class Profile

Below is an example of how data may be collected by Resident Educators to analyze student data in their classroom. Resident Educators may use this form or use district data analysis forms that allow them reflect on their both student and educator progress.

RESIDENT EDUCATOR CLASS PROFILE						
Resident Educator:						Date Completed:
Grade Level or Subject Area:	State Data	District Data	Classroom Data	Formative Assessment 1	Teacher-Made Assessment	Summative Assessment
Student 1*	Passed Reading	IOWA-73%	Quarterly 4.6	17/20 sight words	Comprehension 70%	Reading Posttest 88%
Student 2*	DNPass Reading	IOWA-33%	Quarterly 3.4	11/20 sight words	Comprehension 50%	Reading Posttest 65%
<i>Add more rows as needed</i>						

Other Important Factors (Please specify numbers at left of each term where applicable.)

Student Ethnicity and Diversity	Student Population Characteristics	Students Performance Level: Total # of Students at each level:
White, Non-Hispanic:	Number of Females:	High:
Black or African American (Non-Hispanic):	Number of Males:	Medium
Hispanic/Latino:	Number of English Language Learners:	Low:
Asian:	Total number of students with exceptionalities:	
American Indian or Alaska Native:	Total number of Students:	
Native Hawaiian or Alaska Native:		
Native Hawaiian or Other Pacific Islander:		
Multiracial:		
Not Specified:		
Other:		

How can I be a better educator tomorrow than I was today?

Teachers, mentors and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement. The mentor/evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time).

Self-Directed

Collaborative

Teacher _____

Mentor/Evaluator _____

<p>These are addressed by the mentor/evaluator as appropriate for this teacher.</p> <p><u>Annual Focus</u></p>	<p>Date Record dates when discussed</p>	<p><u>Areas for Professional Growth</u> supports needed, resources, professional development</p>
<p><i>Goal 1: Student Achievement/Outcomes for Students</i></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		
<p><i>Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession</i></p> <p><i>Goal Statement:</i></p> <p><i>Evidence Indicators:</i></p>		

Teacher _____

Date _____

Mentor/Evaluator _____

Date _____

The signatures above verify that the teacher and mentor/evaluator have discussed and agreed upon this Professional Growth Plan and Goals.