Student Performance Calibration Conversation

Standard

What does meeting the standard look like?

- •What does a student need to know, understand and be able to do to meet the standard?
- •What does meeting the standard look like? How do you know? Have you conferred with other teachers?
- •What does exceeding standard look like? What does in progress look like?

Performance Task

Does the task effectively measure the standard?

- •What is the task? How does the task ask students to show what they know, understand, are able to do?
- •Does the task effectively measure the complete standard?
- •What parts of the standard are not measured in the task?



Student Task Analysis

Has the student met the standard?

- •What elements of the standard has the student met, exceeded, or is still in progress?
- •What elements of the standard have not been measured by this task?
- •How might you compare your expectations with another teacher?



Instructional Adjustments

How will you modify future lessons?

- •What do you need to keep teaching for this student?
- •How might you revise your instruction in the future?
- •How might you revise your performance task in the future?

The Coaching Cycle

Planning

- Clarify Goals Specify Success Indicators
- Anticipate Approaches
- Establish Personal Learning Focus
- Reflect on Conversation



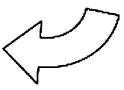
Reflecting

- Summarize **Impressions**
- Analyze Causal Factors
- **Construct** New Learning
- Commit to Application
- Reflect on Conversation

Event

- Observation & Feedback
- Demonstration Teaching/Modeling
- Co-Teaching
- Facilitated Classroom Visst

(Chapter 6 in Taking the Lead is a great resource)



Section 4: Sample Training Documents:

Teaching/Learning Cycle



BEFORE INSTRUCTION Clarify Learning Targets and Plan

What does each student need to learn and why?

Practice: Teachers clarify standards-based learning targets, define mastery, review formative and summative assessment data to identify what students should learn.



DURING INSTRUCTION Evidence of Understanding

How will each student demonstrate what has been learned?

Practice: Teachers intentionally plan to check for understanding and foster student ownership of learning.





AFTER INSTRUCTION

Communicate Student Progress

How will we share what each

student has learned?

AFTER INSTRUCTION Determine Response to Instruction

What will we do when some students don't learn or learn prior to expected? Practice: Teachers analyze data, reflect upon student progress and respond accordingly.



DURING INSTRUCTION Ensure Effective Classroom Practice

How will we teach effectively to ensure each student learns?

Practice: Teachers engage students in robust learning experiences within a supportive classroom environment.