

PUTTING STUDENTS FIRST

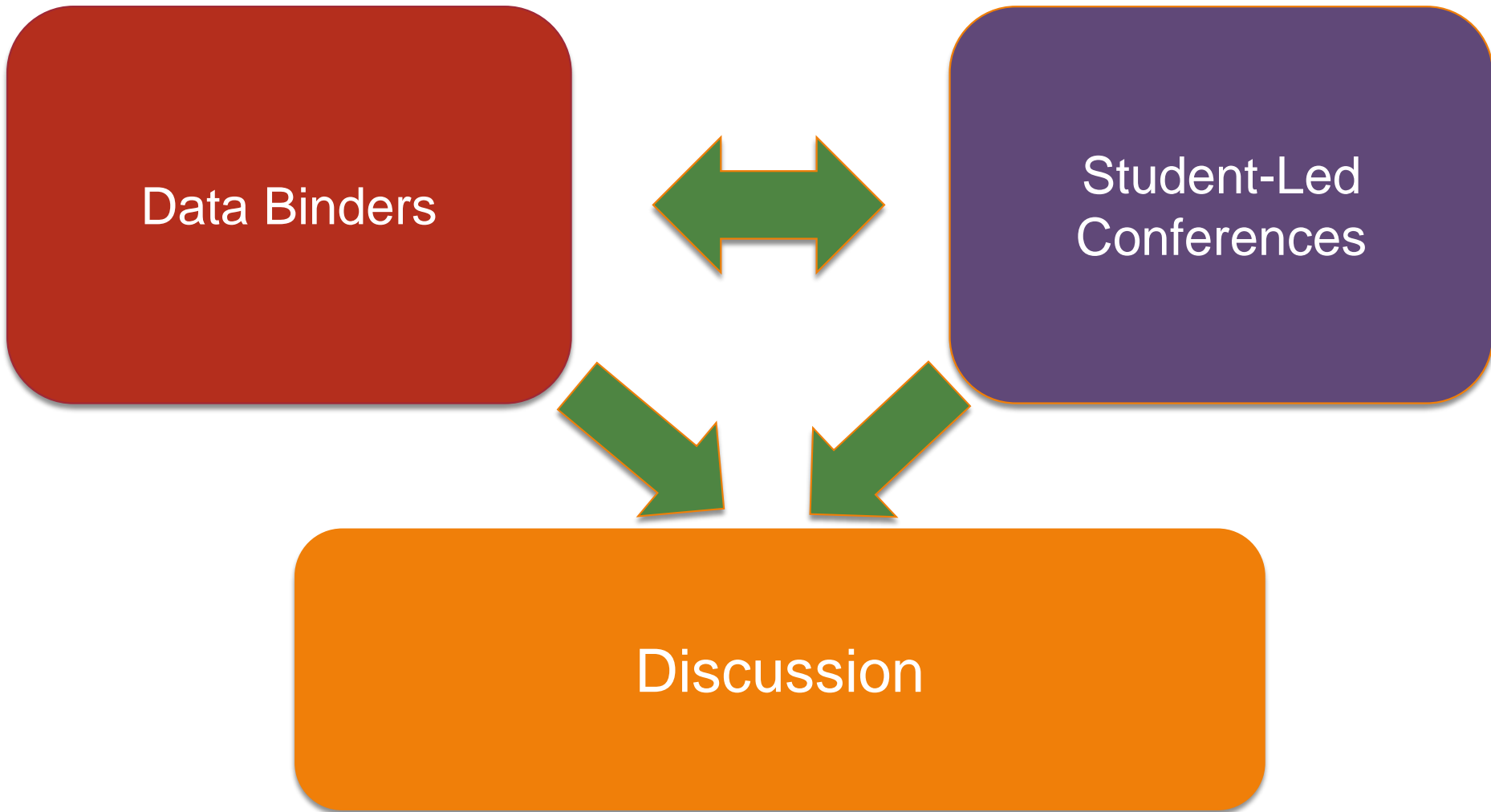


Individualizing Student Data while Increasing Student Engagement

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Agenda

2



FORMATIVE ASSESSMENT VS. SUMMATIVE ASSESSMENT

What's the Difference?



Formative – Assessment FOR Learning

Summative - Assessment OF Learning

Measures a few things frequently.

Measures many things infrequently

Identifies which students have learned a skill and which have not so that those who have not can be given additional instruction.

Attempts to determine if students have learned and met intended standards by a specific deadline.

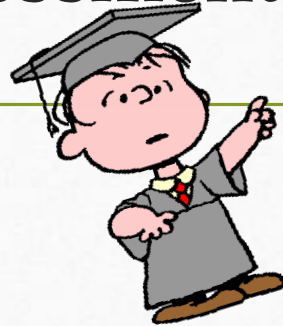
Provides students with input on how to improve.

Provides useful information regarding strengths and weaknesses of curricula and programs in a district and school.

Can inform teachers individually and collectively of the effectiveness of their practice.

Promotes instructional accountability.

Formative is Assessment for Learning



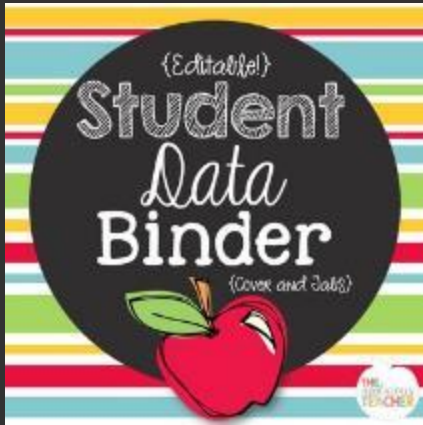
Summative is Assessment
of Learning



Tracking Data Strategies

6

- Using data to drive instruction
 - Approach to individual student learning and growth
 - Place to gather data in one area
 - Allow for student ownership and reflection



DATA BINDERS

USING DATA BINDERS TO
CAPTURE DATA TO USE TO
GUIDE INSTRUCTION

Data Binders

8

- Students personalize their own learning goals and objectives
 - Increases their motivation for learning.
 - Feel greater sense of control over what they learn.
 - Can identify how the learning is relevant to them.

Data Binders

- Providing students with opportunities to reflect on their own performance and exchange feedback with peers can help them become lifelong learners.
 - ▣ Have students graph their progress
 - ▣ Journal Entry – what they learned and how well they learned.
 - ▣ Goal setting of learning targets
 - ▣ Reflection of progress

Elementary Data Binder

10

- Tech Valley Student Reflection
- Binder Sample

- Resources from our presentation and participants.
 - ▣ Reflection (Reading and Math)
 - ▣ Extramath.com
 - ▣ Frontrowed.com
 - ▣ The curriculum corner

www.thecurriculumcorner.com

	PERSONALIZED LEARNING PLAN
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Personal Quote

Learning Style

Musical - show sensitivity to rhythm and sound.

Hobbies/ Extracurriculars

Awards/Credentials

AREAS OF STRENGTH:

- Knowing/Thinking
- Communication
- Collaboration
- Tech/Info Literacy
- Agency/Self-direction

AREAS OF GROWTH:

- Knowing/Thinking
- Communication
- Collaboration
- Tech/Info Literacy
- Agency/Self-direction

I get frustrated when....	I feel success when...	I can support myself by...

Employability Profile

Attendance	Punctuality	Workplace Appearance	Takes Initiative	Quality of Work	Knowledge of Work Place	Response to Supervisor	Communication Skills
4	4	4	4	4	4	4	4
Solves Problems/ Makes Decisions	Resolves Conflict	Takes Responsibility For Learning	Reads with Understanding	Observe Critically	Solves Problems Using Math	Health and Safety	Technology
4	4	4	4	4	4	4	4

Career Relevant Coursework

Regents Assessments

	Required	Pathway	Advanced
ELA	<input type="checkbox"/>		
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	
LOTE	<input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>

Other Stats

GPA	
SAT/Reading	
SAT/Math	
ACT	
HS Credits (22.5 min)	
College Credits	

Academic Goals

Career Goals

Student-Led Conference Video

13

- <https://vimeo.com/45140230>

Discussion

14



STUDENT-LED CONFERENCES

RESPONSIBILITIES & PROTOCOL



Benefits

16

Students	Teachers	Parents/Guardians
Accountability for their learning	Less stress, very relaxed atmosphere	Increases the amount of information given to the parents
Learn to evaluate their own progress	More positive, less confrontational	Learn more about their students learning and skills
Greater commitment to school work and learning	Places responsibility on the student and parent	Opportunity to help their student set positive goals
Builds communication and critical thinking skills	Increase parent participation	Active participant in their student learning
Builds self confidence and self esteem		

Before the Conference

17

- Presenter: Student
 - Student maintains a portfolio of work for each academic subject. Data Binders
 - Reflects a variety of the student strengths and skills.
 - Student are reflective about their work and progress towards learning goals.
 - Student establishes goals prior to the conference.

Before the Conference

18

- **Stakeholder: Parent(s)/Guardian & Teacher(s)**
 - Teachers –
 - Plan at least one class devoted to modeling and practicing a conference
 - Write up a script or procedure sheet to follow.
 - Set the agenda
 - Coordinate a mutually convenient time to meet for the student-led conference
 - Families communicate to the teacher any specific questions or concerns to be addressed during the student-led conference.

During the Conference

19

□ **Presenter: Student**

- Student leads the entire conference using a specific protocol

□ **Stakeholder: Parent(s)/Guardian & Teacher(s)**

- Stakeholders ask follow-up and clarifying questions during the student-led conference.
- Teacher shares grade information and helps answer parent questions with the student.

After the Conference

20

- **Presenter: Student**
 - Student takes deliberate actions to work towards achieving goals set during the conference.
 - Student confers with teacher to review the progress of specific goals.
- **Stakeholder: Parent(s)/Guardian & Teacher(s)**
 - Work with the student to achieve the goals set forth during the conference.
 - Families agree to receive communications from the teacher to review the progress of the developed goals.

Sample Protocol Process: Introduction

21

- Student follows agenda
- Student provides an overview of what will be presented and discussed during the meeting.
- Student Presentation of Work Samples and Learning Targets

Sample Protocol Process: Student Presentation

22

- Student presents work samples and learning targets.
- Student will present each subject and review a summary of subject area goal and targets.
- Writing: The student begins with the presentation of a writing sample from their data binder.
 - Student describes with direct references to their writing their strengths as a writer by explaining how their work displays evidence to a particular learning target.

Sample Protocol Process: Student Presentation

23

- Writing Continued
 - Student read a section of the piece and describe how it connects to the learning target.
 - Student then discusses a learning target that needs more time and work.
 - Student reads and displays a section of their writing they want to work on in the future.

Sample Protocol Process: Student Presentation

24

- Reading, Mathematics, Science
 - Time is given to present their work for each subject in a similar style their writing presentation.
 - Use sample work to describe their specific strengths and evidence of particular learning targets
 - Student discusses a learning target that they need additional support in.

Sample Protocol Process: Responding to the Presentation

25

- Parent/Guardian responds to the presentation.
 - Purpose:
 - Expand student's thinking about their specific strengths and areas of improvement.
 - Provide additional perspective to the presented strengths and areas of improvement.

Sample Protocol Process: Establishing Goals

26

- Parent(s)/Guardian(s)
 - Review the student's goals
 - Determine action steps for the student.
 - Supports that will be given to the student by all stakeholders.

Sample Protocol Process: Conclusion

27

- Student concludes the conference
- In a one-minute wrap up responds to ideas discussed during the conference
 - Based on feedback what am I thinking now?
 - What is my reaction to what I have heard?
 - What are my next steps going forward to meet my learning targets?

Results of Data Binders & Student-Led Conferences

28

- Greater engagement and ownership of learning.
- Understanding the purpose of their work.
- Overtime reflections grow deeper and more self-aware.
- Students, teachers and parents have a visual reference point for discussion.
- Student-Led conferences are focused and productive and lead to greater student engagement and achievement.

Discussion:

29

- What do you see as PRO's and Con's of student-led conferences?
- Is this something that your teachers could do with their conferences?
- What obstacles do you anticipate in implementing student-led conferences?
 - ▣ How could you overcome those obstacles?

