

## Assessment of Student Learning / Instructional Planning Guide: A Guide for Mentors Working with Resident Educators

### Overview

*Effective teaching is a dynamic mixture of expertise in a vast array of instructional strategies combined with a profound understanding of the individual students in class and their needs at particular points in time.*

Berliner in Marzano (2007) *The Art and Science of Teaching*

This expertise requires teachers to progress from merely performing teaching procedures to acquiring deep understandings of the thoughts and concepts embedded in teaching strategies and protocols. Such depth of understanding is acquired over time and thrives in environments that are rich in professional collaboration and inquiry. The Resident Educator (RE) Program provides the time, tools and environment for Resident Educators to practice and perfect their craft.



The collaboration and intentional instruction that occurs between Resident Educators and mentors are driven by the Teaching-Learning Cycle: continual reflection between the steps of assess, plan, teach, and revise. The Resident Educator Program requires that mentors guide and direct REs to continually analyze multiple sources of data, use this gathered evidence of student learning to inform the design of lessons and delivery of instruction, reflect on the results of their teaching and learning, revise their instruction and begin the Teaching-Learning Cycle over anew - assess, reflect; plan, reflect; teach, reflect; and revise, reflect.

### Outcome

Through the assessment stage of the Teaching-Learning Cycle, Resident Educators and mentors develop an understanding of student learning needs at the district, school and class levels, and begin to understand the relationship between instruction and student learning outcomes.

## The Mentor's Role

Guidance from mentors in assessment of student learning data is critical to the REs understanding that engaging in thoughtful data analysis to inform instruction is the first step toward effective teaching.

## The Process for Mentors and Resident Educators

The Resident Educator Program requires that mentors begin the school year by helping Resident Educators discover, understand and use multiple sources of data to gain an understanding of student learning needs at the district, school and class levels.

Several tools represent the Assess and Reflect aspects of the Teaching-Learning Cycle and facilitate mentor-Resident Educator conversations about it.

### **Using the *Data Measures Inventory* tool**

The *Data Measures Inventory* tool asks mentors and Resident Educators to examine basic demographic data and gather formative assessment data to determine student learning priorities and eventually to monitor student progress.

### **Using the *Class Profile* tool**

The *Synthesizing Data: Class Profile* tool empowers Resident Educators with the information necessary to create a class profile to inform their understanding of students' varied learning needs.

### **Using the *Intentional Instructional Grouping* tool**

The *Intentional Instructional Grouping* tool allows Resident Educators to use data to intentionally group students for various activities specific to students' learning goals.

### **Using the *Monitor Student Learning* tool**

This data tool allows Resident Educators to identify a limited number of students and monitor their learning in depth.

Throughout the year, Resident Educators and mentors continually revisit district, school and class data to help inform current and future instructional planning, delivery and assessment to make the analysis of student learning a regular practice for Resident Educators.

Examination of various kinds of data should become for Resident Educators a natural part of their Teaching-Learning cycle, leading them toward planning of increasingly more effective learning experiences for their students.

## Instructional Planning

Assembling and reflecting on evidence of practice increases Resident Educators' understanding of their own teaching. Reflection for REs, who still feel overwhelmed by the complexities of classroom practice, **reinforces** the progress they have made.

Since Resident Educators typically examine classroom experiences through the lens of their instructional practices and management of student behavior, analysis of student work helps REs focus their attention to whether or not *students* are accomplishing the intended goals. *Student learning becomes the center of mentoring conversations.*

Ohio's Resident Educator Program requires that mentors guide and direct resident educators to continually analyze multiple sources of data as evidence of student learning. The following resources assist resident educators in using this data to inform instructional design and delivery, post-lesson reflection and lesson revision.

### **Using the *Instructional Planning Guide: Cycles 1, 2 & 3\****

These guiding questions address the need for purposeful instructional planning. The questions provided in the IPG help resident educators understand the thinking behind the design and development of instruction, as well as strengthen their instructional practice.

\* Over the course of the academic year, Resident Educators teach lessons and gather student work samples in order to continue with the steps in this process (below).

### **Using *Reflection and Revision: Analyzing Individual Student Work***

*Reflection and Revision: Analyzing Individual Student Work* enables resident educators to examine their practice through the indepth analysis of the two students they previously identified in the *Monitoring of Student Learning* protocol. Multiple sources of student artifacts should be collected to support the analysis of each student's work.

### **Using the *Reflection and Revision: Summarizing a Lesson***

*Reflection and Revision: Summarizing a Lesson* provides guiding questions to be used by resident educators with their mentors to help inform future plans for instruction.