

PLC IC Map – Focusing on Results Part II

Individuals teams and schools seek relevant data and information and use it to promote continuous improvement

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<p>Teachers are hungry for information on student learning. All throughout the year each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or national assessments to use them to validate their team assessments</p>	<p>The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or national assessments. Teams use results to identify areas of concern and to discuss strategies for improving the results.</p>	<p>Teams have been asked to create and administer common formative assessments to analyze the results together. Many teachers are reluctant to share individual teacher results and want to analyze to focus on the aggregate performance of the group. Some use the results to identify questions that caused difficulties so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.</p>	<p>The district has created benchmark assessments that are administered several times throughout the year. There's often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.</p>	<p>The only process for monitoring student learning is the individual classroom teacher and annual state or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move onto the next unit.</p>