

FOCUS Reflection: P2.2

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator P2.2. Modifying Instruction

Analyzes results from a variety of assessments and other data (e.g., attendance, engagement) to measure student learning, inform instruction, and determine differentiated interventions. Evaluates the effectiveness of instruction and modifies it based on formative assessment results and feedback from students and colleagues.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. A comprehensive assessment system includes organizing student data for individuals and classes.	1) Organize and maintain assessment data for each student (<i>e.g., using an electronic or traditional portfolio/folder system and/or spreadsheet</i>). 2) Organize assessment data for each class to manage flexible groupings for targeted skill areas.	
B. Even with careful planning, teachers often need to provide "just-in-time" supports to the class and/or individual learners, based on formative assessments.	1) Respond in the moment or plan to follow-up when gaps in understanding, confusions, or incorrect understandings are identified (<i>e.g., strategically group students; model usage; provide additional examples or visuals; provide different type of practice</i>). 2) Use knowledge of student characteristics and needs to reteach, making personal connections.	
C. Formal and informal assessment data need to be reviewed regularly to inform class instruction, student groupings and related instruction, and interventions for specific students.	1) Analyze formative and other kinds of assessment data regularly to adjust student groupings. 2) Use appropriate methods for analyzing assessment information to identify individual student's area(s) for re-teaching. 3) Offer strategic supports and scaffolds to students based on analysis of data (<i>e.g., individualized or peer tutoring; re-teaching; review of basic skills</i>).	
Notes to Self:		