

Edison Region DRAFT Rubric for Use of CFA(s), USE A POST IT AND MAKE A SUGGESTION/CHANGE WITH HERE!

	Initiating (1)	Implementing (2)	Developing (3)	Sustaining (4)
Assessment	<ul style="list-style-type: none"> Common assessment of "my" students 	<ul style="list-style-type: none"> Common assessment of "my" students with set proficiency (criteria for success) 	<ul style="list-style-type: none"> Common assessment of "our" students with set proficiency (criteria for success) 	<ul style="list-style-type: none"> Common assessment of "our" students with set proficiency (criteria for success) Aligned to high leverage/need area (see "Effectiveness of CFA" rubric)
Formative/Summative	<ul style="list-style-type: none"> Not formative yet Summative 	<ul style="list-style-type: none"> Not formative yet Intent was formative, but not used as such Summative 	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Formative CCI model utilized (another formative/summative assessment to re-check)
Data	<ul style="list-style-type: none"> Little to no data analyzed as an AC 	<ul style="list-style-type: none"> Data is looked at Surface level analysis 	<ul style="list-style-type: none"> Data has been analyzed, and calibrated (utilizing criteria for success) Timely 	<ul style="list-style-type: none"> Data has been analyzed, and calibrated (utilizing criteria for success) As close to "real-time" as possible
Discussion	<ul style="list-style-type: none"> Little to no discussion regarding data, instruction, or strategies for improvement 	<ul style="list-style-type: none"> Discussion connecting data to instructional choices/strategies is informal, individualized and/or reminiscent of a "show and tell" 	<ul style="list-style-type: none"> Discussion connecting data to instructional choices/strategies occurs Dependent upon organic conversation 	<ul style="list-style-type: none"> Discussion and connecting data to instructional choices/strategies occurs, and decisions regarding instructional next steps are made Identify strengths and gaps Protocols in place
Instruction	<ul style="list-style-type: none"> No instructional changes made 	<ul style="list-style-type: none"> Instructional change may take place; may change for future (next year, etc.) 	<ul style="list-style-type: none"> Minor instructional change May not be especially timely 	<ul style="list-style-type: none"> Instructional practices change towards data-supported "Best Practices" Timely Planning for single lesson or sequence of lessons for maximum student success.
Someone in this part of the rubric might say...	<ul style="list-style-type: none"> "I gave an assessment our AC agreed upon and felt good about knowing how the students did." 	<ul style="list-style-type: none"> "I gave a CFA and the results were due to the instruction I provided." 	<ul style="list-style-type: none"> "I know that I need to make changes to my instruction because of what I saw from our CFA." 	<ul style="list-style-type: none"> "I am making changes to make to my instruction because of what I learned from our CFA and my AC members' comments about their own instructional choices, and I will assess again."

Did we identify this?

Look @ HOW you teach!

* "What catches our attention?" (Ein)

* Tone, "begin, middle, end" -

* incident clear; (F interrupt); incident

- Spontaneous, scholarship jacket, discussed reflections
 - chart showed NOT get it

Ein shows chart

* Shared High, Med, Low - How did you determine?

* "Thought may be more MED? Ein - high's were great"

High - 18
 Med - 2
 Low - 10

} Need #'s for ALL AC