

Principal Tickler 2010-11 – On My Radar

Data-Driven Instruction

June	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – Develop Interim Assessment Calendar (IAs, analysis, reteach, PD) <input type="checkbox"/> 1 – (If needed) Acquire/revise/develop interim assessments <input type="checkbox"/> 2 – <input type="checkbox"/> 3 – <input type="checkbox"/> 4 –
July (Summer tasks)	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – (If new leader) Grade school using the DDI implementation rubric to identify where the school stands and where you need to be before the school year begins <input type="checkbox"/> 1 – (If needed) Change curriculum scope & sequences to match interim assessments that will be used (or vice versa) <input type="checkbox"/> 1 – Create Student Reflection Form for IAs <input type="checkbox"/> 1 – Identify who will help you complete the assessment/curriculum adjustment process to be ready for launch by the beginning of the school year <input type="checkbox"/> 2 – <input type="checkbox"/> 3 – <input type="checkbox"/> 4 – <input type="checkbox"/>
August	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – <input type="checkbox"/> 2 – <input type="checkbox"/> 3 – Present DDI PD session to staff (use <u>Driven by Data</u> for PD agenda, materials) <input type="checkbox"/> 4 – First Week of School
September	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – <input type="checkbox"/> 2 – Have the 1st round of interim assessments (or the closest proxy) finalized <input type="checkbox"/> 2 – 1st interim assessments (or the closest proxy) have already been seen by the teachers (Transparency) so that they can plan for mastery <input type="checkbox"/> 3 – <input type="checkbox"/> 4 – Develop plan to determine how test scoring and analysis will be completed
October	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – Have teachers predict performance on interim assessment #1 <ul style="list-style-type: none"> o Mark each question: “confident” (sure that the students will get it right), “not sure,” and “no way” (students will definitely get it wrong) <input type="checkbox"/> 2 – Interim Assessment #1 <input type="checkbox"/> 2 – Deliver PD to school’s instructional leaders in DDI analysis & leading analysis meetings (use <u>Driven by Data</u> for PD agenda, materials, and resources) <input type="checkbox"/> 3 – Teacher Analysis & Action Plan templates are in place <input type="checkbox"/> 3 – Teachers complete Assessment Analysis Instructional Plans <input type="checkbox"/> 3 – Instructional Leaders run test-in-hand Analysis Meetings with Teachers <ul style="list-style-type: none"> o Compare performance to what the teacher predicted: highlight areas of discrepancy (i.e., teacher over/under predicted how well the students were going to do on certain test questions) o Follow one-pager: Leading Effective Analysis Meetings <input type="checkbox"/> 3 – Principal observes analysis meetings, giving feedback to instructional leaders about their facilitation <input type="checkbox"/> 4 – Staff PD: <ul style="list-style-type: none"> o Run Results Meeting to plan to re-teach challenging standards o Have teachers add rigor to their lessons using “Data-driven Best Practices for Increasing Rigor”
November	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – 2nd assessment is in the hands of the teachers so they can plan to teach for mastery

Uncommon Schools

EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH PREPARATORY

	<ul style="list-style-type: none"> <input type="checkbox"/> 2 – Review lesson plans: is there evidence of implementation of teacher action plans from the assessment analysis meeting? <input type="checkbox"/> 2 – Observe classes: is there evidence of implementation of teacher action plans & changed teaching practices? <input type="checkbox"/> 2 – Evaluate School on DDI Rubric <input type="checkbox"/> 3 – Have teachers predict performance on 2nd interim assessment <ul style="list-style-type: none"> <input type="checkbox"/> mark each question: “confident” (sure that the students will get it right), “not sure,” and “no way” (students will definitely get it wrong) <input type="checkbox"/> 4 – Thanksgiving
December	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – Interim Assessment #2 <input type="checkbox"/> 1 – Teacher data sheet, Analysis & Action Plan templates are in place <input type="checkbox"/> 2 – Teachers complete data entry, analysis and action plan <input type="checkbox"/> 2 – Principal leads, observes or models analysis meetings for instructional leaders <input type="checkbox"/> 2 – Teachers complete Assessment Analysis Instructional Plans <input type="checkbox"/> 3 – Staff PD: Run Results Meeting to plan to re-teach challenging standards <input type="checkbox"/> 4 – Vacation
January	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – 3rd assessment is in the hands of the teachers to plan for mastery <input type="checkbox"/> 1 – Have teachers add rigor to their lesson using “Data-driven Best Practices for Increasing Rigor” <input type="checkbox"/> 2 – Review lesson plans: is there evidence of implementation of teacher action plans from the assessment analysis meeting? <input type="checkbox"/> 2 – Observe classes: is there evidence of implementation of teacher action plans? Can resident/post-resident identify examples of changed teaching practices? <input type="checkbox"/> 3 – <input type="checkbox"/> 4 – Have teachers predict performance <ul style="list-style-type: none"> <input type="checkbox"/> Mark each question: “confident” (sure that the students will get it right), “not sure,” and “no way” (students will definitely get it wrong)
February	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – (If needed) Follow-up PD for school leaders to improve analysis meetings <input type="checkbox"/> 1 – Interim Assessment #3 <input type="checkbox"/> 1 – Teacher Analysis & Action Plan templates are in place <input type="checkbox"/> 2 – Teachers complete Assessment Analysis Instructional Plans <input type="checkbox"/> 2 – Data Analysis & Analysis Meetings <input type="checkbox"/> 3 – Staff PD: Run Results Meeting to plan to re-teach challenging standards <input type="checkbox"/> 4 –
March	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – <input type="checkbox"/> 2 – <input type="checkbox"/> 3 – Have teachers predict performance on next interim assessment <input type="checkbox"/> 4 – NSA Assessment #4
April	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – Teachers complete Assessment Analysis Instructional Plans <input type="checkbox"/> 1 – IA Analysis Meetings <input type="checkbox"/> 2 – Staff PD: Run Results Meeting to plan to re-teach challenging standards <input type="checkbox"/> 3 – Spring Break <input type="checkbox"/> 4 –
May	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – State Test Grades 6-8 <input type="checkbox"/> 2 – State Test Grades 3-5
June	<ul style="list-style-type: none"> <input type="checkbox"/> 1 – TerraNova <input type="checkbox"/> 3 – Final Performance Tasks <input type="checkbox"/> 4 – Last week of School