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.

Effective ELA Teachers KNOW	 What Effective ELA Teachers DO Organize and maintain assessment data for each student (e.g., using an electronic or traditional portfolio/folder system and/or spreadsheet). Organize assessment data for each class to manage flexible groupings for targeted skill areas. Respond in the moment or plan to follow-up when gaps in understanding, confusions, or incorrect 	Focus
sessment system includes ganizing student data for lividuals and classes. en with careful planning, achers often need to	 student (e.g., using an electronic or traditional portfolio/folder system and/or spreadsheet). 2) Organize assessment data for each class to manage flexible groupings for targeted skill areas. 1) Respond in the moment or plan to follow-up when 	
achers often need to		
oports to the class and/or lividual learners, based on mative assessments.	 understandings are identified (<i>e.g., strategically group</i> students; model usage; provide additional examples or visuals; provide different type of practice). 2) Use knowledge of student characteristics and needs to reteach, making personal connections. 	
mal and informal sessment data need to be viewed regularly to inform ss instruction, student oupings and related truction, and erventions for specific idents.	 Analyze formative and other kinds of assessment data regularly to adjust student groupings. Use appropriate methods for analyzing assessment information to identify individual student's area(s) for re-teaching. Offer strategic supports and scaffolds to students based on analysis of data (e.g., individualized or peer tutoring; re-teaching; review of basic skills). 	
rr vi s t t e	nal and informal essment data need to be ewed regularly to inform s instruction, student upings and related ruction, and rventions for specific	 bisc knowledge of student enducteristics and needs to reteach, making personal connections. Analyze formative and other kinds of assessment data regularly to adjust student groupings. Use appropriate methods for analyzing assessment information to identify individual student's area(s) for re-teaching. Offer strategic supports and scaffolds to students based on analysis of data (e.g., individualized or peer tutoring; re-teaching; review of basic skills).