

Review the excerpt below from 2013–14 citywide instructional expectations (May 6, 2013)

Assess: Review evidence of meeting higher standards

Create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments. (QI 2.2, 4.2, 5.1)

All staff will:

- Ensure families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support their children in rising to this new challenge.
- Continue to share evidence of student progress with families.

Teachers, teacher teams, and school leaders will regularly:

- **Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices.**
- Share successful instructional practices, and the evidence of their success, through formal and informal structures.
- Reflect on their work to identify areas for growth and actively participate in their own development.

School leaders will regularly:

- Review evidence of teacher effectiveness, including student work and teacher practice aligned to the citywide instructional expectations, to make evaluation and support decisions aligned to Danielson's *Framework for Teaching* and the new teacher evaluation and development system.
- Engage in calibration practice on Danielson's *Framework for Teaching*.
- **Make evidence-based adjustments to school-wide practices based on goals that are tracked for progress.**
- Reflect on their work and actively participate in their own development based on their understanding of effective school practice as defined by the Quality Review Rubric.

Reflecting on your own school, record your thoughts on the following:

What structures do you currently have in place to meet some of these expectations?

What kinds of assessments do you use across the school or grade to make school-wide decisions?

What assessment decisions do you leave to teachers or teacher teams? How do teachers or teams use assessment to reflect on their pedagogy?

In order to meet these expectations, where will your teachers need the most support? Where will you need support?