Redondo Beach Unified School District
Tier 1 Evaluation – Expectations for Designated Instructional Support Providers

The Redondo Beach Unified School District's Tier 1 Evaluation for Designated Instructional Support (DIS) providers is derived from the Tier 1 Evaluation process for teachers. This evaluation draws on the California Standards for the Teaching Profession (CSTP). The CSTP's themselves are formative standards designed to promote a process of growth and development. The scope of the standards is broad and the descriptors are general so as to maximize applicability to a variety of grade-levels, student populations and circumstances. Accordingly, they do not incorporate specific examples of the actions or activities through which the achievement of a particular standard may be made evident.

The Redondo Beach Unified School District has endeavored to provide DIS providers with such examples which may be considered as representative of the expectations that we hold for counseling practice in the District. In this document, you will find more specific descriptions of the standards in action. These descriptions do not specify actual activities, but instead provide guidelines for the development of the kinds of actions and activities that a particular standard demands.

For example, Standard 1.1 of the CSTP: *Using knowledge of students to engage them in learning* asks, "How do I know my students as people and as learners? How do I understand reasons for behavior?" We have restated this standard as: *Using knowledge of students to engage them*. In Sub-standard 1.1a of this document, the question of how to accomplish this is answered in part as follows: "The DIS provider learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust." The specific techniques for learning about the backgrounds, experiences, interests and values of the students are the work of the DIS provider.

This document is used to help you understand what is minimally expected of a DIS provider in the Redondo Beach Unified School District. It also serves as a solid foundation for discussions between you and your evaluator as you engage in the evaluation process. Its intention is to provide clarity on what each standard means when put into practice. Should you have any questions or uncertainties about the meaning of any standard or its exemplars, consult your evaluator immediately for clarification and guidance.

Engaging and Supporting All Students

Key Elements

<u>1.1</u>   <u>Using knowledge of students to build connections and engagement</u>

a. The DIS provider learns about students' backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust.

b. The DIS provider recognizes when students are behaving in an atypical manner and initiates appropriate intervention, collaboration and/or consultation.

c. The DIS provider assesses students' strengths, interests and needs and provides opportunities for them to build on those strengths, interests and needs.

d. The DIS provider promotes parent interaction and involvement and seeks actively to learn about the students' families, relationships and communities through outreach and other activities.

e. The DIS provider connects students' individual goals and needs to their backgrounds, experiences, interests and values.

Standard Two

Creating & Maintaining Effective Environments

For Student Learning

Key Elements

2.1   Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

> a. The DIS provider references expectations, norms and procedures when resolving conflicts, re-directing behavior and mediating interactions.

> b. The DIS provider uses both verbal and non-verbal behaviors that indicate a caring attitude toward students.

2.2   Creating physical or virtual environments that promote student wellness

> a. The working environment is arranged to facilitate student participation in designated instructional support services.

> b. The working environment is arranged to support communication between the DIS provider and students.

> c. Materials, resources, and activity centers where applicable are easily accessible.

2.3   Establishing and maintaining supportive environments that are physically, intellectually and emotionally safe

> a. The DIS provider establishes and adheres to practices that ensure regular participation of all students.

> b. The DIS provider involves students in the development of norms and expectations for offering opinions and perspectives and for responding to the opinions and perspectives of others.

> c. The DIS provider actively addresses and mediates interpersonal issues between students according to established expectations and norms for behavior and respect.

2.4   Communicating a supportive environment with high expectations and appropriate support for all students

a. The DIS provider establishes expectations and routines for student grouping and student interactions in groups.

b. The DIS provider reinforces intra-group accountability and group responsibility for interactions and outcomes.

c. The DIS provider assesses student progress and provides appropriate acknowledgement and reinforcement of that progress.

2.5   Employing routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

a. The DIS provider establishes and adheres to clear routines for student behavior.

b. The DIS provider uses meetings to review and process expectations, rules and procedures.

c. When asked, students can identify their school DIS provider and describe supports provided by the DIS provider.

d. The DIS provider provides appropriate acknowledgement and reinforcement of students meeting expectations for behavior.

e. The DIS provider uses non-verbal cues to reinforce expectations for behavior.

f. The DIS provider recognizes behavioral issues and situations that may escalate and intervenes in advance of an escalation.

2.6   Providing designated instructional supports for student growth

a. The DIS provider adapts and creates new strategies for unique student needs and situations.

b. The DIS provider creates and adheres to daily and weekly schedules.

Standard Three

Understanding and Organizing Intervention Strategies for Student Progress

Key Elements

3.1   Demonstrating knowledge of theoretical frameworks, strategies, practices and interventions

> a. The DIS provider continually increases the depth of his or her content knowledge and applies it in communication with parents, students, and staff.

> b. The DIS provider makes accurate assessments of the knowledge and skills that will be required for students to meet a particular learning goal.

> c. The DIS provider understands the content and determines the sequence in which distinct elements must be mastered.

3.2   Applying knowledge of student development and proficiencies to ensure student progress toward the achievement of goals

> a. The DIS provider plans and utilizes strategies and interventions that are appropriate to the physical and cognitive development of his or her students.

> b. The DIS provider utilizes current research to develop understanding of how students learn and applies that understanding to their students.

> c. The DIS provider understands and appropriately emphasizes the different elements of knowledge and practice (i.e. technical, conceptual, social and emotional).

> d. The DIS provider utilizes technology to enhance student access to greater breadth and depth of content knowledge.

3.3   Utilizing instructional strategies that are appropriate to the achievement of goals

> a. The DIS provider uses instructional strategies that foster close engagement with subject matter rather than relying exclusively on abstract presentation.

> b. The DIS provider incorporates understanding of students' cognitive, emotional and physical developmental levels in presenting content without oversimplifying concepts or reducing them to procedures.

> c. The DIS provider emphasizes mastery of objectives and goals in the planning and execution of instructional activities.

3.4   Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

a. The DIS provider selectively chooses activities from materials that support the current lesson and strategically incorporates them into instruction.

b. The DIS provider selectively identifies materials, resources and activities that support the standards-based curriculum and does not simply "follow the textbook".

c. The DIS provider plans strategies to extend and deepen the learning of students who demonstrate understanding of a concept.

d. The DIS provider utilizes available resources (e.g. Illuminate, Google Forms, etc.) to assess student understanding efficiently, check for understanding and provide students with feedback on progress.

e. The DIS provider utilizes appropriate technologies to provide curricular and instructional materials for students.

3.5   Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content

a. The DIS provider uses Specially Designed Academic Instruction in English (SDAIE) strategies to provide content-area instruction and build academic vocabulary of English Language Learners (ELL's).

b. The DIS provider incorporates accommodations for special needs students into the instructional plan.

c. The DIS provider demonstrates culturally responsive pedagogy within the lesson plan and the choice of materials that support the lesson.

d. The DIS provider structures materials and activities in a way that makes content accessible to students according to their level of language proficiency.

e. The DIS provider allows ELL's and special needs student to demonstrate their learning through a variety of means and modalities.

f. The DIS provider utilizes technology to provide students opportunities to revisit concepts previously taught to enhance understanding.

Standard Four

Planning Guidance and Social, Emotional and Academic Supports for All Students

Key Elements

4.1   Using knowledge of students' mindsets and behaviors, cultural background, and individual development to plan supports and interventions

> a. The DIS provider explicitly accounts for the specific social, emotional and learning needs of students with particular backgrounds in planning and designing supports and interventions

> b. The DIS provider builds on the social, emotional, academic and career readiness of his or her students by planning and implementing supports and interventions based on their strengths in addition to their deficits.

4.2   Establishing goals for student progress

> a. The DIS provider clearly establishes expectations for social, emotional, academic growth/progress to students and parents.

> b. The DIS provider develops a clear set of sequential objectives that culminate in the achievement of the individual student's social, academic and career readiness growth.

4.3   Developing and sequencing long-term and short-term plans to support student progress

> a. The DIS provider develops short-term and long-term objectives and goals that are appropriately planned to meet student needs and facilitate student progress.

> b. The DIS provider breaks down goals into a series of intentionally sequenced objectives that build toward the social, emotional and/or academic growth of all students.

> c. The DIS provider explicitly identifies and plans for the delivery of skills needed to achieve goals and objectives.

> d. The DIS provider allows for modification of short-term plans based on current student needs, data, observations and student/staff input.

4.4   Planning supports and interventions that incorporate appropriate strategies to meet the learning needs of all students

a. The DIS provider uses the results of formal and informal data and observation to plan supports and interventions according to students' strengths and needs.

b. The DIS provider plans for the use of varied, strategies that promote critical-thinking, reflection and personal responsibility.

4.5   Adapting supports and interventions to meet the needs of all students

a. The DIS provider will modify supports and interventions according to information gained from both formal and informal data and observation reflecting student needs.

b. The DIS provider reflects on the effectiveness/ineffectiveness of the supports and interventions as indicated by formal or informal assessment data and considers alternative approaches and options for students.

Standard Five

Assessing Student Learning

Key Elements

5.1   Applying knowledge of the purposes, characteristics, and uses of different types of assessments

> a. The DIS provider understands and is able to explain the difference between diagnostic, formative and summative assessment.
>
> b. The DIS provider regularly uses initial diagnostic assessments of student skills prior to commencing intervention. Such assessments should focus on individualized goals and should mirror ultimate expectations for student learning.

5.2   Collecting and analyzing assessment data from a variety of sources to inform interventions

> a. The DIS provider actively seeks a variety of information from different sources and perspectives to get to know students' needs and interests.
>
> b. The DIS provider understands and employs a variety of assessment tools that best reflect students' strengths.
>
> c. The DIS provider analyzes data from student assessments according to the purposes for which the assessments were intended (i.e. diagnostic, formative, summative).
>
> d. The DIS provider creates and modifies activities and interventions based on diagnostic and formative assessments.

5.3   Reviewing data, both individually and with colleagues, to monitor student progress

> a. The DIS provider consistently utilizes a system for assessing student learning both formally and informally in planning activities and interventions.
>
> b. The DIS provider consistently and timely records student progress and maintains an accurate record of that progress.

d. The DIS provider utilizes assessment data to determine needs for additional instruction, review or modification of instructional strategies.

5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction

a. The DIS provider uses informal assessments throughout the lesson to monitor student understanding of concepts.

b. The DIS provider uses multiple modalities to deliver content that meets the needs of diverse learner groups.

c. The DIS provider provides students with timely feedback to correct misconceptions early in the learning process.

d. The DIS provider chooses activities that support and reinforce the content.

e. The DIS provider reteaches content when students do not demonstrate competency prior to the summative assessment.

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

a. The DIS provider models self-assessment strategies for all students and provides students opportunities to evaluate their work with their peers and make adjustments in their learning.

b. The DIS provider provides tools for students to monitor their progress.

c. The DIS provider has students reflect on their performance and has the students offer suggestions on how to increase their performance.

Standard Six

Developing as a Professional Educator

Key Elements

6.1   Reflecting on practice in support of student achievement of goals

    a. The DIS provider welcomes feedback from supervisors and peers and uses the feedback to improve professional practice.

    b. The DIS provider accurately assesses the effectiveness of his or her work in terms of student learning targets and outcomes.

    c. The DIS provider is able to identify areas for professional growth and pursues professional development in those areas.

6.2   Establishing professional goals and engaging in continuous and purposeful professional growth and development

    a. The DIS provider identifies and prioritizes areas for professional growth and develops a growth plan to address those areas.

    b. The DIS provider actively seeks out current and relevant research in identified growth areas and integrates learned concepts into practice.

    c. The DIS provider develops short and long term goals to increase breadth and depth of his or her strategies, including the generation and use of student data.

    d. The DIS provider engages in school-wide activities that contribute to the breadth of his or her professional growth and development.

6.3   Collaborating with colleagues and the broader professional community to support students

    a. The DIS provider actively participates in the school's professional learning community and seeks professional development opportunities related to targeted student outcomes.

    b. The DIS provider solicits feedback from administrators and colleagues on performance and uses the information to improve practice.

6.4   Working with families to support students

a. The DIS provider initiates communication with parents/guardians and responds promptly to inquiries from parents/guardians.

b. The DIS provider communicates with parents/guardians in a professional, positive manner at all times.

d. The DIS provider provides regular information and opportunities for families to learn about and engage in the instructional program.

6.5   Engaging local communities in support of students

a. The DIS provider actively learns about and respects various cultural backgrounds of his or her students.

b. The DIS provider actively disseminates information on support services and resources that are available in the local community.

6.6   Managing professional responsibilities to maintain motivation and commitment to all students

a. The DIS provider continually seeks interactions and opportunities that renew and revitalize commitment to the profession and to the development of all students.

6.7   Demonstrating professional responsibility, integrity and ethical conduct

a. The DIS provider exhibits a high level of ethics characterized by honesty, integrity, confidentiality and mutual support of colleagues.

b. The DIS provider embraces continuous improvement through his or her own professional practices as well as through District and school initiatives.

c. The DIS provider presents professionally at all times in the use of language, manners and professional dress.

Redondo Beach Unified School District Tier 1
Designated Instructional Support Provider Evaluation

Name _____

Rating

Level_____ Status _____

Sufficient Growth   Insufficient Growth

Standard One – Engaging and Supporting All Students

1.1 Using knowledge of students to build connections and engagement   ☐   ☐

  Comments:

Standard Two -Creating & Maintaining Effective Environments For Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully   ☐   ☐

2.2 Creating physical or virtual environments that promote student wellness   ☐   ☐

2.3 Establishing and maintaining supportive environments that are physically, intellectually and emotionally safe   ☐   ☐

2.4 Communicating a supportive environment with high expectations and appropriate support for all students   ☐   ☐

2.5 Employing routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn   ☐   ☐

2.6 Providing designated instructional supports for student growth   ☐   ☐

Comments:

Redondo Beach Unified School District Tier 1

Designated Instructional Support Provider Evaluation

Standard Three – Understanding and Organizing Intervention Strategies for Student Progress

	Sufficient Growth	Insufficient Growth
3.1 Demonstrating knowledge of theoretcial frameworks, strategies, practices and interventions	☐	☐
3.2 Applying knowledge of student development and proficiencies to ensure student progress toward the achievement of goals	☐	☐
3.3 Utilizing instructional strategies that are appropriate to the achievement of goals	☐	☐
3.4 Using and adapting resources, technologies and standards-aligned instructional materials to make subject matter accessible to all students	☐	☐
3.5 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content	☐	☐

Comments:

Standard Four – Planning Guidance and Social, Emotional and Academic Supports for All Students

	Sufficient Growth	Insufficient Growth
4.1 Using knowledge of students' mindsets and behaviors, cultural background, and individual development to plan supports and interventions	☐	☐
4.2 Establishing goals for student progress	☐	☐
4.3 Developing and sequencing long-term and short-term plans to support student progress	☐	☐

Redondo Beach Unified School District Tier 1
Designated Instructional Support Provider Evaluation

	Rating	
	Sufficient Growth	Insufficient Growth
4.4 Planning supports and interventions that incorporate appropriate strategies to meet the learning needs of all students	☐	☐
4.5 Adapting supports and interventions to meet the needs of all students	☐	☐

Comments:

Standard Five – Assessing Student Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	☐	☐
5.2 Collecting and analyzing assessment data from a variety of sources to inform interventions	☐	☐
5.3 Reviewing data, both individually and with colleagues, to monitor student progress	☐	☐
5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction	☐	☐
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	☐	☐

Comments:

Redondo Beach Unified School District Tier 1

Designated Instructional Support Provider Evaluation

Rating

	Sufficient Growth	Insufficient Growth

Standard Six – Developing as a Professional Educator

	Sufficient Growth	Insufficient Growth
6.1 Reflecting on practice in support of student achievement goals	☐	☐
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	☐	☐
6.3 Collaborating with colleagues and the broader professional community to support students	☐	☐
6.4 Working with families to support students	☐	☐
6.5 Engaging local communities in support of students	☐	☐
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	☐	☐
6.7 Demonstrating professional responsibility, integrity and ethical conduct	☐	☐

Comments:

Summary Comments:

DIS Provider signature _____ Date _____

Evaluator signature _____ Date _____

Redondo Beach Unified School District Tier 1 Evaluation – Initial Reflection – Designated Instructional Support Providers

Name _____ Level _____ Date_____

The purpose of the Initial Reflection is to enable DIS providers to think more deeply about their goals for the year, areas of practice where they may wish to improve and specific standards on which they may wish to focus. The Initial Reflection is neither rated nor scored. It should serve as a starting point for discussion with the DIS provider's evaluator during the initial evaluation meeting.

Think carefully about each reflective prompt before responding. The candor and depth of your responses will enhance the benefits of your evaluation experience this year.

Reflection 1: What are my goals this year?

Reflection 2: What unanswered questions, issues or concerns would I like to resolve this year?

Redondo Beach Unified School District Tier 1 Evaluation –

Initial Reflection – Designated Instructional Support Providers

Reflection 3: In which areas of the RBUSD Expectations for DIS Provider Practice do I feel the greatest need for improvement? What might I do to achieve growth in this area?

Redondo Beach Unified School District Tier 1 Evaluation –

Final Reflection – Designated Instructional Support Providers

Name _____   Level _____   Date_____

The purpose of the Final Reflection is to provide DIS providers the opportunity to review and assess their growth and development over the course of the year.

Like the Initial Reflection, the Final Reflection is neither rated nor scored.

Reflection 1: Did I accomplish any of my goals this year? What were key contributors/obstacles to my achievement?

Reflection 2: In what ways did my perspectives on my practice change over the course of the year?

Redondo Beach Unified School District Tier 1 Evaluation –

Final Reflection – Designated Instructional Support Providers

Reflection 3: In what areas did I achieve the most growth? What do I believe contributed to this growth?

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Tier 2 Evaluation—Request for deferral

Name_____ Grade/Subject_____ Date_____

At the conclusion of the final evaluation meeting, unit members who have been employed by the District for at least 10 years are eligible for a five year deferral of the evaluation process as stated in Article 9.4.1 of the collective bargaining agreement. Complete the form below and return it to your evaluator <u>no less than 30 work days after the start of the following school year.</u>

Describe how, over the next five years, you will continue to self-assess, reflect on, and continue to grow your practice through experimentation and risk-taking. Attach additional pages in either Word or PDF format.

<u>Years 1 - 2:</u>

What are my focus areas? In which aspects of my practice do I feel the need to grow most?

What changes, risks or experiments in my practice will I undertake over the next two years?

What outcomes do I expect from these changes, risks or experiments? How will student learning be affected?

What evidence will demonstrate the outcomes of my efforts?

☐ This unit member has successfully completed the Tier 2 evaluation process, has submitted the attached plan for growth and reflection over the next five years, and has been granted a 5 year deferral of the evaluation process.

During the deferral period the evaluator will continue to observe, meet with and discuss the progress of the unit member on the plan. This plan must be updated, revised and/or changed after the first two years of the deferral period with the understanding that it may also be revised at any time during the deferral period with mutual consent. If the evaluator determines the unit member is not pursuing the objectives of his/her plan, then the evaluator would meet with the unit member and may rescind the deferral.

_____   _____

 Evaluator's Signature   *Unit Member's Signature*

_____   _____

 Date   *Date*

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Tier 2 Evaluation—Request for deferral

Name__Exemplar_____   Grade/Subject_____   Date_____

At the conclusion of the final evaluation meeting, unit members who have been employed by the District for at least 10 years are eligible for a five year deferral of the evaluation process as stated in Article 9.4.1 of the collective bargaining agreement. Complete the form below and return it to your evaluator no less than 30 work days after the start of the following school year.

Describe how, over the next five years, you will continue to self-assess, reflect on, and continue to grow your practice through experimentation and risk-taking. Attach additional pages in either Word or PDF format.

Years 1 - 2:

What are my focus areas? In which aspects of my practice do I feel the need to grow most?

These are difficult questions. It is not easy to think of myself as needing to grow or improve. I feel that I have a good handle on the content. My instruction and my procedures are clear and very well structured. Every year I have at least a couple of students who have difficulty staying on task and following through. Even a couple of off-task students can take away considerable time from instruction. I usually refer them to the office, *although I recognize that this is just a temporary reprieve, because they return and their issues have not gone away.* I have used the SST process to refer some of these students for special ed., *but does their behavior really mean that they qualify for special ed.? I need to find a way to handle these issues* so that I do not have to take time away from teaching. I also think this will benefit the rest of my classes as well as the students who are having difficulty. *While I don't think their behaviors are necessarily my fault, it may be a good idea to focus on the evaluation area of "individual student issues".*

What changes, risks or experiments in my practice will I undertake over the next two years?

I honestly do not have a complete idea of what I am going to do! I would like to try to find a way to get disruptive students more engaged. *The real question is: why is a particular student being disruptive?* Sometimes students disrupt when they do not understand the material, sometimes they disrupt when they are having issues at home, sometimes when they are feeling depressed or disconnected. *There are so many possible reasons that it is really impossible to have a set plan to deal with all of the possibilities. I think the first thing I need to do is to try to find out what is going on with individual students who are being disruptive.*

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That means trying to see things from the student's perspective instead of looking at them as just a problem messing up my lesson. It may not sound like much, but I think this approach has a lot of risks to it. What if students don't want to share their concerns with me? What if they are dealing with things that are way beyond my control or ability to help? *These are some of the uncertainties that I am feeling about approaching this issue differently. However, there is no way for me to find answers to these questions without at least trying. I have decided to try to get to know and understand at least two of my most disruptive students to find out what is motivating them.* Maybe showing them some empathy will help them engage with the class and the content.

What outcomes do I expect from these changes, risks or experiments? How will student learning be affected?

I hope that the first change is less disruption in class. I also would expect that at least some of the students will become more focused and engaged in class, both during directed lessons and group activities. *I don't really have the time to babysit students and continually remind them to stay on task. By building more empathetic connections with my students, I think that they will feel more accountable for their own behavior and more responsible for their learning.* Any changes that result in students being more accountable and self-directed in their learning should improve their achievement.

What evidence will demonstrate the outcomes of my efforts?

The most obvious evidence will be less disruption. I can measure this be comparing the number of office referrals between this year and next. I can also compare citizenship grades on average between this year and next, even though that might not be entirely scientific. I should also be able to measure improvement in academic performance by students who have continually been disruptive. If they truly become responsible and accountable to themselves, I would expect to see their grade improve.

Comment [WU8]: Having embarked on a path of inquiry, different ideas and theories begin to suggest themselves. In this case, the sheer number of possibilities makes the individual re-frame the focus again.

Comment [WU9]: Acknowledging anxiety is yet another important breakthrough. Also, notice that the individual concludes with a resolve to take specific action.

Comment [WU10]: Rather than place the entire onus on the students, this individual has taken responsibility for building students' internal accountability and responsibility.

Comment [WU11]: An experimental approach should have observable, measurable results.

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Tier 2 DIS Provider Evaluation – Introduction to Reflection

Name _____   Level _____   Date_____

The following questions guide DIS Providers through a process of self-examination that is intended to reveal one's receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one's thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

Reflection 1: What do I feel is my greatest strength as a DIS Provider? Where is my greatest need for growth?

Reflection 2: When do I feel most proud of my work? When have I felt like I have not done my best?

Reflection 3: When am I most critical of myself? Why?

Reflection 4: When I think about working with others, what comes to mind? Why?

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Tier 2 DIS Provider Evaluation – Introduction to Reflection

Reflection 5: How often do I take risks and experiment at work? When was the last time I did this and how did it turn out?

Redondo Beach Unified School District
Tier 2 DIS Provider Evaluation – Initial Reflection on Focus Area
Assessment of Student Learning

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. DIS Providers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What are my beliefs about the purpose(s) of assessment? How should assessments be structured and used?

2. How confident and knowledgeable am I about using and analyzing different forms of assessment? In what ways do I feel the need for greater expertise?

3. What concerns do I have about analyzing data and interpreting assessment results?

4. In what ways do I consider the results of student assessments in planning my activities and interventions? How structured in my consideration?

5. How can I involve students or staff in identifying their own evidence of progress?

6. How do I plan for the assessment of student learning in my activities? How much variety do I incorporate in my assessment processes? Do I involve students in identifying evidence of their progress? If so, how? If not, why not?

7. What new approaches to assessment do I find intriguing and might wish to try?

8. How frequently do I involve students in the assessment of their own work?

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Tier 2 DIS Provider Evaluation – Initial Reflection on Focus Area

Content Knowledge Development

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. DIS Providers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. Which specific area(s) do I feel most comfortable addressing in my services?

2. How well do I understand the efficacy research related to this area? How confident am I in my application of this knowledge to my services?

3. Which specific area(s) do I feel less confident addressing in my services? What might I do to strengthen my confidence in this area?

4. Of what other theories or approaches to this area am I aware? How might I learn more about these theories or approaches and incorporate them into my work?

5. What resources or support do I need in order to successfully incorporate new theories or approaches into my work?

Redondo Beach Unified School District

Tier 2 DIS Provider Evaluation – Initial Reflection on Focus Area

Establishing Systems, Structures and Procedures to Support

Effective Practice

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. DIS Providers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What presumptions have I made about what students (or staff) should already know about expectations for behavior, conduct with peers and adults, treatment of others, etc.?

2. How do I build a culture that includes student (or staff) input into the creation of expectations of behavior and methods of interaction?

3. Do I tend to frame guidelines for conduct as "do's & don'ts"? How can I frame such guidelines as matters of responsible choice?

4. Do I require adherence to rules and protocols based on authority alone or do I encourage the understanding of underlying concepts and principles from which authority derives?

5. How have I developed procedural guidelines for participation, work-habits, and submission of assignments? Have I led students (or staff) in discussions of what makes these guidelines important?

6. How often do I provide students (or staff) opportunities to learn and practice in whole groups, small groups or independently? When are such opportunities most appropriate?

7. How frequently do I involve students (or staff) in examining the elements of quality work?

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Tier 2 DIS Provider Evaluation – Initial Reflection on Focus Area

Individual Student Issues

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. DIS Providers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What do I know about his/her background, family dynamics, prior knowledge and interests?

2. How confident am I about linking my practice to these interests?

3. What other challenges have I perceived? What might I do to address those challenges?

4. What questions am I asking about the student?

5. What beliefs or preconceptions do I have about the student on whom I am focusing? How might my beliefs or preconceptions be inducing bias toward this student?

6. What strengths does the student possess upon which I can build?

7. What are my expectations for the student? How did I formulate them?

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Tier 2 DIS Provider Evaluation – Initial Reflection on Focus

Area The Path to Continuous Improvement

Name _____ Grade/Subject _____ Date_____

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. DIS Providers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial. If you need to add more pages for your responses, use MS Word and attach them.

1. What are my most effective practices? How long have I relied on them? Why have I not changed these practices and what makes me think they are effective?

2. What theories, approaches and practices have I encountered recently that differ from my current practice? What was my reaction to them? What made me respond this way?

3. How often do I embrace discomfort and uncertainty and change my practice? What concerns might I have about taking new approaches? How do I handle such concerns?

4. How do I define "success" in my work with students? Parents? Staff?

5. Are there components of my work where I have strong skills and knowledge? What might be other areas where I have weaknesses?

6. Are there components of my work where I have strong skills and knowledge? What are my weaknesses?

7. In what ways do I collaborate with colleagues in developing my practice to overcome my areas of weakness? How might I engage more regularly and purposefully with colleagues in this work?

8. Do I use student assessment data to drive changes to my practice? In what ways are such data relevant to me?

9. What doubts do I have about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?

Redondo Beach Unified School District
Tier 2 DIS Provider Evaluation – Final Reflection

Name _____   Level _____   Date_____

At the conclusion of the Experimental Trial phase of the evaluation, complete the final written reflection in order to examine and synthesize the results of the evaluation process. If you need to add more pages for your responses, use MS Word and attach them.

1. How has my overall approach to (Focus Area issue) changed as a result of my experimental trial?

2. What were the most important changes that I made and how did they affect the outcomes of my experimental trial?

3. What did I learn about (Focus Area issue) that I did not expect?

4. How did my attitudes toward (Focus Area issue) change as a result of my experimental trial?

5. In what ways has my confidence with regard to (Focus Area issue) changed as a result of my experimental trial?

6. What would I like to share with my colleagues and/or evaluator about my experimental trial?

7. How will I use the reflective process in the future?

8. What other questions has this evaluation process led me to consider?