BRAINSTORMING: TANYA

Activity overview: In this activity, you will read the classroom assessment information a supervisor is preparing to discuss with Tanya, a teacher. With a partner, role play how the supervisor might work with Tanya to collaboratively plan how to use data to inform, support, and/or adjust teaching.

Directions:

1. Review the table below, a summary of Tanya's mid-year classroom assessment data:

Group of children	Patterns of progress from early- to mid-year
Tanya's class	Overall: children have progressed well Social & Emotional Development—excellent progress Language Development—excellent progress Literacy Knowledge & Skills—less progress than expected Mathematics Knowledge & Skill—no progress
Children in Tanya's class who are DLLs	English Language Development— excellent progress
Children in Tanya's class who have IEPs	One child—steady progress toward goals Other child—less progress than expected

2. Working with a partner, choose the role of Tanya or the supervisor and practice how to discuss and interpret the mid-year assessment information together. Then use the data to collaboratively plan how to support and/or adjust Tanya's teaching practice.

Supervisor role: Talk with Tanya about the patterns of progress in her classroom's mid-year child assessment information.

- Engage her in a discussion to identify possible reasons for areas of strong progress.
- Reflect on the areas where children haven't progressed as much as expected.
- Finally, plan collaboratively with Tanya to provide administrative support and/or adjust teaching for areas of need.

Teacher role: By talking with your supervisor, reach an understanding of your classroom's mid-year child assessment information. Problem-solve together how to address areas of need that were revealed in the data.

3. Make a "to do" list with your partner. When finished, discuss your reactions to this experience.

TO DO LIST

Provide administrative support for areas of need:

For more information, contact us at: **NCQTL@UW.EDU** or **877-731-0764**

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