

## Transitioning from Day to Day

Moving from one day to the next requires thoughtful reflection and planning. Make daily use of assessment records and plans for instruction to guide you as a teacher.

### Reflecting

A lot happens during the course of a school day. Since you can't make note of everything while students are in front of you,

- Take five minutes at the end of each day to reflect, making notes about immediate priorities for future instruction as well as considerations for revision to unit plans for another year. Build space for this directly on the unit plan.
- Revisit your unit plan and determine immediate next steps. Decide if you can proceed as planned or if your assessment information indicates that adjustments are necessary.
- Schedule a day of the week to post priorities for the week, reminders, etc. on your website.
- Make contact directly—via telephone, e-mail, or a quick note—with parents/guardians to discuss concerns about their children's level of achievement or work habits, or to share good news. Try to make at least one positive call per week.

When work is being collected to be marked, try to spread it out over the week so everything isn't due all at once. Collect ongoing work, such as response journals or writer's notebooks, from smaller groups of five or six students; you might assign groups to specific due days.

### Recordkeeping

One of the greatest challenges teachers face is how to keep track of all the information they collect.

- Use rubrics, checklists, and focused observational notes as much as possible.
- Know what you are looking for. The best way to know what signifies successful learning is to talk it out and put it in print. Then communicate this to students.
- Focus on a few outcomes/targets at a time. Trying to keep track of too much at once can be overwhelming.
- Record observations on the fly using a clipboard, sticky notes, etc. During prep or at the end of the day, transfer them to your record book.
- Involve students in the tracking. Have them write notes for you to put on your clipboard/desk as a reminder of strengths and needs; have them keep a portfolio of work to represent their learning.
- Keep track of student achievement and behaviors such as effort, completion of homework, etc. Be sure to track these students separately
- Organize your grade book so information is grouped by learning targets, not type of assessment.
- When an assessment gives insight into multiple outcomes/targets, record the portion of the score/mark that relates to each in the appropriate place.
- Look for trends in learning. Focus on what the student was able to accomplish, not when he/she "got it."

## Recordkeeping Templates

### Focused Observation Chart #2

<i>Focus of Observation:</i>			
	•		

### Grade Book

Student:								
Assessments	Learning Targets							
							On Time	Effort
A								
B								
C								
D								
E								
F								
Outcome/ Trend Score:								
Final Grade:								

## Yearly Planning Chart

Grade:	Subject:	Teacher:
--------	----------	----------

What procedures, management routines, and expectations are important to establish?

How will I organize my classroom and materials to support learning?

How will I document and record student achievement?

Term:				
Anticipated Time	Unit	What students should know and be able to do (targets)	How I will know they know or can do it (assessment)	Actual Time
End of term reflection/Notes for next year				