

# STANDARDS FOR TEACHING

Teacher Induction Program, 5777



# TIP Program Standards

## Introduction

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These standards for a Teacher Induction Program (TIP) graduate were created by Rabbi Zelly Silber, the Director of MEF's Teacher Induction Program, and Mrs. Chanah Rose, the Educational Director of MEF. They were reviewed by members of MEF's Vaad Hachinuch and leading Chabad educators. The TIP Standards are a product of our decade's work in Chinuch and specifically our work with new teachers over the past five years. They are based in part on the pioneering work of Charlotte Danielson in her *Framework for Teaching Evaluation Instrument*.

Please note that these standards, as with any meaningful endeavor, are not static. They are a work in progress, and will continue to be revised year to year based on guidance from *mashpiim* and *mechanchim*, teacher feedback, and new horizons in Chinuch.

As with any set of standards, it is important to emphasize that "standards are a floor, not a ceiling." This is the baseline for what new teachers can be expected to know and be able to do, but they can then build upon this foundation to reach far greater heights in the vital field of Chinuch.

- Rabbi Zelly Silber is a veteran teacher of 8 years at Cheder Chabad of Monsey. Rabbi Silber is himself an alumnus of MEF's first TIP cohort and a sought after teacher, mentor and educational consultant. Today, he directs the men's division of the TIP.
- Mrs. Chana Rose has been a teacher and curriculum director for nearly a decade. Mrs. Rose has taken her passion for education to the next level in her role as MEF's educational director, where she works with teachers, schools and other constituents to bring MEF's lofty educational goals to life in the classroom. Mrs. Rose also leads the women's division of TIP.

## Key

**Segment** - A general area of focus

**Standard** - A statement of what a teacher should know and be able to do

**Element** - A more particular component of a standard

**Indicators** - Items that show mastery of the elements, e.g. what it looks like

**Assessments** - Assignments / activities that TIP will use to evaluate the mastery of the elements

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## Segment 1: A Chassidishe Mechanech(es) (The Teacher)

1A: Demonstrates being a Dugma Chaya of a Chasid and Yarei Shamayim.

1B: Demonstrates commitment to the Rebbe's goals for a Mechanech and knowledge of Torah sources that discuss Chinuch.

1C: Implements activities to promote student growth in Yiras Shamayim and Chassidishkeit.

1D: Consults with a Rav/Mashpia concerning matters of Yiddishkeit and Chassidishkeit in the classroom.

*Segment 1 is different from the other three segments of the program standards, in that it is not only a segment. In truth, it is the foundation of everything Lubavticher Mechanchim/os are trying to achieve. Once this foundation has been laid, a person becomes an educator. The next step, then, would be to accrue the tools and strategies that will assist him or her in succeeding in the classroom, which are presented in segments 2, 3, and 4. However, without this component, the others are like empty vessels. It is this segment that turns teaching from a profession into a Shlichus, which is what the Rebbe has taught us it really is.*

1A: Demonstrates being a Dugma Chaya of a Chasid and Yarei Shamayim.

Element	Indicators	Assessments
1. Teacher is and demonstrates being a Chasid.	Teacher presents themselves in a way that is evidently reflective of identifying as a Lubavitcher Chasid and striving to grow: <ol style="list-style-type: none"> <li>1. Dress befits an educator in a Chassidishe moisad chinuch.</li> <li>2. Speech is refined and respectful to to others.</li> <li>3. Fulfills the Rebbe's horaos (e.g. Chitas, Rambam, etc.) and is involved in the Rebbe's inyonim (Mivtzoim, farbrengens, etc.).</li> </ol>	*See note below
2. Teacher is and demonstrates being a Yarei Shomayim.	Teacher presents themselves in a way that is evidently reflective of identifying as a Shomer Torah U'Mitzvos according to Shulchan Aruch.	*See note below

\* This standard can be reflected in the following *suggested* journal reflection: Teacher takes on hachlatos in Chassidishkeit / Yiras Shamayim after learning about the importance of being a dugma chaya (recorded in journal).

1B: Demonstrates commitment to the Rebbe’s goals for a Mechanech and knowledge of Torah sources that discuss Chinuch.

Elements	Indicators	Assessments
1. Knows and is committed to the Rebbe’s goals for a mechanech.	Teacher learns and is knowledgeable in sources that present the Rebbe’s view of Chinuch, and can list practical conclusions drawn from them. (E.g. Shaarei Chinuch, the Educator’s Handbook, and other sources.).	Teacher summarizes [in an essay / oral presentation] the Rebbe’s perspective on a Chinuch issue, including sources learned both within TIP and independently. (See Portfolio Assessment for more details.)
2. Is proficient in Chassidishe sources that discuss Chinuch.	Teacher learns and is knowledgeable in sources on the meaning of Chassidishe Chinuch,, and can list practical conclusions drawn from them. (E.g. Klalei Chinuch V’Hadracha)	
3. Is proficient in halachic requirements of a Mechanech.	Teacher learns and is knowledgeable in sources that present the halachic requirements of a Mechanech (E.g. Hilchos Talmud Torah).	

1C: Implements activities to promote student growth in Yiras Shamayim and Chassidishkeit.

Elements	Indicators	Assessments
1. Utilizes opportunities within the text/syllabus in order to address these goals.	Teacher pauses when opportunities within the teaching arise to address these goals, e.g. learning horaos from the Parsha, discussing how learning Chassidus can affect our lives, answering student questions on these topics, etc.	Teacher records in journal something established to promote Yiddishkeit /Chassidishkeit, and how it went.
2. Implements learning activities in the classroom that go beyond the text/syllabus requirements in order to explicitly address these goals.	Teacher creates a daily/weekly schedule for class activities that promote Yiddishkeit / Chassidishkeit (e.g. <i>sippurei tzadikim</i> , <i>hachana letfilla</i> , etc.)	
3. Implements extracurricular activities (programs or activities that reach the home) and routines.	Teacher implements occasional farbrengens, hachanos and mitzvot for yamei dipagra, etc.	
4. Strives to identify and support challenges in these areas that students face.	When students face challenges in these areas, the teacher addresses it either directly or indirectly, by organizing lessons and activities to strengthen those areas, speaking to students, or collaborating with colleagues and/or to provide the necessary support.	Teacher records in journal a challenge that was identified that a student (or more students) has with Avodas Hashem and how it was addressed.

1D: Consults with a Rav/Mashpia concerning matters of Yiddishkeit and Chassidishkeit in the classroom.

Element	Indicators	Assessments
<p>1. Teacher has a Rav / Mashpia, and consults with him/her on a regular basis or when the need arises.</p>	<p>Examples are discussed in TIP of grey areas and occasions that would require guidance from a Rav/Mashpia and the teacher decides to consult on these matters, or on other dilemmas that arise in the classroom.</p>	<p>Teacher records in TIP a dilemma he/she had, the question that was asked, the answer, and how it was implemented..</p>

Portfolio Assessment for Segment 1:

1. A monthly journal entry, on one of the following suggested topics (or another topic that you choose):
  - a. Something implemented in the classroom to promote Yiddishkeit/Chassidishkeit, and how it went.
  - b. A challenge identified that a student (or students) has with Avodas Hashem, and how the teacher addressed it.
  - c. A dilemma that came up in teaching that was addressed to a Rav/Mashpia, what the answer was, and how it was implemented.
  - d. Taking on a hachlata in Chassidishkeit / Yiras Shamayim after learning about the importance of being a dugma chaya.
2. Teacher summarizes in an essay / oral presentation the Rebbe's perspective on a particular Chinuch issue, including sources learned within the context of TIP and independently.



## Segment 2: Classroom Management and Student Rapport (The Students)

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2A: Creates an environment of rapport, trust and respect between teacher and students.

2B: Understands and addresses the varying needs (personal, situational, and learning needs) of students.

2C: Implements procedures and routines that promote safety, avoid time wasting, and support learning in various formats.

2D: Establishes clear standards for student behavior (rules), and implements interventions effectively, with respect for the student.

2E: Organizes the classroom in a way that is safe; supports learning in various formats; and makes use of various resources to support student learning.

Standard 2A: Creates an environment of rapport, trust and respect between teacher and students.

Element	Indicators	Assessments
<p>1. Teacher and students interact with each other respectfully and with Derech Eretz.</p>	<p>Teacher is committed to speaking to and about students with respect, not hurting students' feelings, and not gossiping (e.g. in the teachers' room).</p> <p>Students speak and act respectfully to teacher and to fellow students.</p> <p>There has been explicit instruction as to what "respect" and "Derech Eretz" look like, and these things are modeled and reinforced in the classroom.</p>	<p>Respect and Derech Eretz are evident in the classroom evaluation checklist.</p>

Element	Indicators	Assessments
<p>2. Teacher shows regard for students and makes effort to connect with them.</p>	<p>Teacher uses the “love languages for the classroom” (gifts, acts of service, quality time, words of affirmation) to build rapport with students.</p> <p>Teacher uses “positive - constructive responding” during most interactions with students.</p> <p>Teacher shows interest in students’ well-being in and out of the classroom.</p>	<p>Teacher creates “Love Languages Plan” for how four of the love languages will be implemented in the classroom on a weekly basis.</p> <p>Love languages, positive - constructive responding, and regard are evident in the classroom evaluation checklist.</p>

2B: Understands and addresses the varying needs (personal, situational, and learning needs) of students.

Element	Indicators	Assessments
<p>1. Teacher is aware of basic needs of all students and makes effort to meet them.</p>	<p>Teacher looks out for the physical needs of students and strives to address them, adjusting classroom setup, temperature, noise level, etc.</p> <p>Teacher is aware of the intellectual needs of students (“understanding the brain”) and strives to meet them by providing instruction at the appropriate level of stimulation.</p>	<p>Teacher constructs classroom profile (strength, weakness, and personal/ academic / social-emotional needs).</p>

Element	Indicators	Assessments
<p>2. Personal needs: Teacher strives to get to know students' varying personalities, interests, and social-emotional needs, and to take these into account while teaching and interacting with students.</p>	<p>Teacher asks students about themselves in a formal way in the beginning of the year, and informally throughout the year.</p> <p>Teacher asks students about their interests, and weaves student interests into instruction.</p> <p>Teacher accommodates students' social-emotional needs, and makes efforts beyond teaching for students to feel accepted and cared for by both the teacher and classmates.</p>	<p>Teacher constructs classroom profile (strength, weakness, and personal/ academic / social-emotional needs).</p>
<p>3. Situational needs: Teacher strives to be aware of the varying backgrounds and home lives of students, and to take these into account while teaching and interacting with students.</p>	<p>Teacher speaks on the phone with parents before, or early into, the school year, in order to get to know them and forge a relationship.</p> <p>Teacher makes a special effort to connect to students in varying ways, considering their particular cultural backgrounds and lives at home.</p>	<p>Teacher constructs classroom profile (strength, weakness, and personal/ academic / social-emotional needs).</p>
<p>4. Learning needs: Teacher looks out for and strives to accommodate the varying learning needs of students.</p>	<p>Teacher can group students into levels terms of cognitive ability (strong - medium - weak), and strives to provide extra support to weaker students and extra challenge to stronger students.</p> <p>Teacher is aware of the possible learning needs that students might have (processing disorders, learning difficulties, etc.) and, when a student presents with one of these diagnoses, strives to accommodate the student's particular needs.</p>	<p>Teacher constructs classroom profile (strength, weakness, and personal/ academic / social-emotional needs).</p>

2C: Implements procedures and routines that promote safety, avoid time wasting, and support learning in various formats.

Element	Indicators	Assessments
<p>1. Implements procedures and routines to ensure that the classroom is safe and orderly.</p>	<p>There are procedures and routines for:</p> <ol style="list-style-type: none"> <li>1. Entering the classroom.</li> <li>2. Exiting the classroom.</li> <li>3. Walking in the classroom</li> <li>4. Material storage and retrieval (for clear passageways etc.)</li> </ol> <p>These have been implemented effectively and run smoothly.</p>	<p>Successful implementation of procedures and routines in this category are evident in the classroom observation checklist.</p>
<p>2. Implements procedures and routines to save time for learning.</p>	<p>In addition to procedures and routines listed above, which also save time, there are procedures and routines to streamline common time wasters such as:</p> <ol style="list-style-type: none"> <li>1. Getting student attention.</li> <li>2. Transitions between activities</li> <li>3. Collecting and distributing materials</li> <li>4. Rearranging room/furniture</li> <li>5. Supplies being ready (e.g. pencils sharpened, notebooks out etc.)</li> </ol> <p>These have been implemented effectively and run smoothly.</p>	<p>Successful implementation of procedures and routines in this category are evident in the classroom observation checklist.</p>

Element	Indicators	Assessments
<p>3. Implements procedures and routines to support learning in various formats.</p>	<p>Instead of relying on frontal teaching only, teacher successfully implements routines and procedures that allow for a variety of learning activities to take place, such as:</p> <ol style="list-style-type: none"> <li>1. Small group instruction</li> <li>2. Chavrusa</li> <li>3. Independent work</li> </ol> <p>Students are productively engaged and on task during all of these times.</p>	<p>Successful implementation of procedures and routines in this category are evident in the classroom observation checklist.</p>

2D: Establishes clear standards for student behavior (rules), and implements interventions effectively, with respect for the student.

Element	Indicators	Assessments
<p>1. Teacher establishes rules, which students know about.</p>	<p>Rules are positive, concise, and general in nature.</p> <p>Rules are displayed in a list or as pictures in the classroom.</p> <p>Students can list the class rules.</p>	<p>In behavior management plan, the teacher lists 2-5 classroom rules.</p>

Element	Indicators	Assessments
<p>2. Teacher plans and executes and effective system of motivation behavioral interventions.</p>	<p>Students know what the consequences (both positive and negative) will be of their actions.</p> <p>Interventions are carried out with consistency.<sup>1</sup></p> <p>Interventions are primarily non-verbal and cause minimal disruption to the lesson.</p> <p>Positive motivational system is set into place and is consistently used.</p>	<p>Behavioral interventions are listed in the behavior management plan.</p> <p>Effective behavioral interventions are recorded in the classroom evaluation checklist.</p> <p>Teacher selects one or more classroom management systems and explains why it was chosen, in the behavior management plan.</p>
<p>3. Teacher frequently monitors student behavior, and student behavior is largely appropriate.</p>	<p>Learning proceeds largely without interruptions or need for behavioral interventions.</p> <p>The focus in the classroom is learning. Classroom management systems are not immediately apparent, because management is so effective that it does not need to be overt.</p>	<p>Classroom management is evaluated in the classroom evaluation checklist.</p>

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<sup>1</sup> Classroom management may follow one or a combination of these or other systems: Love and Logic, Nurtured Heart, Power Teaching, 1-2-3 Magic, and Teach Like a Champion techniques.

2E: Organizes the classroom in a way that is safe; supports learning in various formats; and makes use of various resources to support student learning.

Element	Indicators	Assessments
1. Classroom is organized in a way that is safe and pleasant.	<p>Classroom is <b>safe</b>. Passageways are cleared and there are no safety hazards (wires all over the floor etc.)</p> <p>Classroom is a <b>pleasant and inviting</b> atmosphere. The walls are decorated in an age appropriate way, and students are made to feel welcome.</p>	<p>Pictures of the classroom (before and after) with after picture evaluated for indicators listed here.</p>
2. Classroom supports learning in various formats.	<p>All students can <b>see / hear</b> the teacher / board.</p> <p>Classroom furniture is <b>arranged</b> to support instructional goals.</p> <p>Classroom setup allows for students to learn in <b>various formats</b> (e.g. whole group, small group and chavrusa).</p>	
3. Teacher makes use of various resources to support student learning.	<p>Classroom is stocked with whichever resources are necessary for optimal learning (supplies, seforim, etc.)</p> <p>Teacher makes appropriate use of available <b>technology</b>.</p>	

## Portfolio Assessment for Segment 2

1. 20 minute recording of class must be evaluated with the checklist provided by TIP. The following features of classroom management and student rapport should be evident: (Detailed requirements for each are indicated in the checklist provided.)
  - a. Evidence of rapport (through the “love languages for the classroom”) and respectful dialogue
  - b. Evidence of routines and procedures in each category indicated
  - c. Evidence of behavior management’
2. Documentation of the following, with specific forms provided.
  - a. Love languages plan
  - b. Routines and procedures plan
  - c. Behavior management Plan
  - d. Before and after pictures of the classroom
  - e. Classroom profile



## Segment 3: Lesson Planning and Delivery (The Teaching)

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3A. Sets appropriate learning objectives that clearly indicate what students will know and be able to do within one lesson.

3B. Designs learning activities that are aligned to objectives, and engage students in learning in meaningful and diverse ways.

3C. Plans and implements formative assessment throughout the lesson, which is aligned to the objective and affects subsequent teaching.

3A. Sets appropriate learning objectives that clearly indicate what students will know and be able to do within one lesson.

Element	Indicators	Assessments
1. Learning objectives are clear to both teacher and students.	Objectives specify a condition, content, and open behavior. Objectives are shared with students.	Objectives are included in 3 lesson plans, and evaluated according to these criteria.
2. Learning objectives are appropriate and attainable.	Objectives are appropriate (for the grade level, subject, and broader instructional goals). Objectives are realistically attainable within one lesson.	

3B: Designs learning activities that are aligned to objectives, and engage students in learning in meaningful and diverse ways.

Element	Indicators	Assessments
1. Learning activities are <b>aligned</b> to objectives.	Learning activities (which can include an anticipatory set, guided practice, independent practice, and closure) clearly lead toward the attainment of the learning objectives.	Learning activities in three lesson plans are evaluated according to these criteria.
2. Learning activities are engaging.	They engender <b>active participation</b> (including written, verbal, and action response - at least 2 kinds per lesson).  They engage students in <b>higher order thinking</b> <sup>2</sup> (at least once per lesson).	
3. Learning activities are varied, and meet the diverse learning needs of students.	They use the various <b>learning styles and modalities</b> <sup>3</sup> (at least 2 per lesson).	

<sup>2</sup> Using at least level 2 of Webb’s Depth of Knowledge (skills and concepts), and understanding and applying in Bloom’s Taxonomy.

<sup>3</sup> E.g. Howard Gardner's Multiple Intelligences, and VAKT (visual, audio, kinesthetic and tactile learning).

3C. Plans and implements formative assessment throughout the lesson, which is aligned to the objective and affects subsequent teaching.

Element	Indicators	Assessments
<p>1. Formative assessment takes place throughout the lesson.</p>	<p>Teacher plans and scripts questions in advance.</p> <p>Questions and other techniques are used to check for understanding throughout the lesson.</p>	<p>Formative assessments are included in three lesson plans - at a minimum of once during the lesson and once at the end - and are evaluated according to these criteria.</p>
<p>2. Formative assessment affects subsequent teaching, both during the same lesson and in the following lessons.</p>	<p>The teacher moves on towards more advanced learning only after checking and confirming students' understanding.</p> <p>Teacher might review, re-teach, or use other strategies as a result of checks for understanding.</p> <p>Teacher uses exit tickets or other formative assessments at the end of a lesson, and reviews them in order to plan the starting point for the next lesson.</p>	

## Portfolio Assessment for Segment 3

Teacher submits 3 complete lesson plans with corresponding material, according to checklist that we provide, with lesson plan reflections of how they transpire.

1. Objectives **include**:
  - a. condition,
  - b. content,
  - c. and open behavior,
  - d. and are appropriate (for the grade level/subject/broader instructional goals)
  - e. and attainable (within one lesson).
2. Learning activities are **aligned** to objectives.
3. Learning activities **engage** students in meaningful ways in the learning, through:
  - a. Meeting the needs of **different learning styles**. (at least 2 learning styles per lesson)
  - b. Engendering **active participation**. (includes either: written, verbal, action response - 2 times)
  - c. Engaging students in **higher order thinking**. (at least level 2 of Webb's (skills and concept) - understanding and applying (Bloom's)
4. Formative **assessment** is **aligned** to the objective and:
  - a. Is included **throughout** the lesson plan as checks for understanding (indicated in lesson plan as questions to ask, or techniques for getting the data), and affects the subsequent teaching, causing adjustments in the lesson plan if necessary.
  - b. Takes place at the **end** of each lesson in order to inform the next lesson.

## Segment 4: Standards and Assessment (The Learning)

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4A: Navigates the Zekelman Standards for Chumash.

4B: Demonstrates the ability to align *standards, learning objectives* and *assessments*.

4C: Demonstrates student progress in a selected standard through charted data.

4D: Analyzes assessment results for student progress in meeting learning goals.

4E: Plans and Implements adjustments in teaching based on assessment results.

4A: Navigates the Zekelman Standards for Chumash.

Element	Indicators	Assessments
1. Appreciates the need for learning standards.	Teacher identifies the needs for agreed upon learning standards.	Teacher selects one substandard (e.g. 3.1 A) to anchor the teaching.
2. Can access the Zekelman Standards (as an example of learning standards).	Teacher is familiar with the sections of the Zekelman Standards for Chumash. Teacher can find a particular skill set in the Zekelman Standards for Chumash. Teacher can demonstrate how the various skill sets apply in a given Posuk. Non-Chumash teachers can use these standards as a prototype, and either select or adapt standards that apply to their subjects.	

4B: Demonstrates the ability to align *standards, learning objectives* and *assessments*.

Element	Indicators	Assessments
1. Aligns learning objectives with standards.	Lesson objectives are smaller pieces of a broader standard.	One sub-standard selected (e.g. 3.1 A) is evident in lesson plans or action plans.
2. Aligns assessments with standards.	Assessments provide information about whether or not students mastered a particular standard.	Interim assessment (e.g. unit test) includes at least 5 questions on the sub-standard selected.
3. Creates effective interim assessments.	<p>Assessments are given at the end of every unit or semester.</p> <p>They authentically assess what teacher has set out to assess.</p> <p>Teacher is familiar with a variety of different methods for assessment (selected response, extended response, performance, etc.).</p>	Assessments submitted are evaluated for their effectiveness in using a variety of assessment methods to assess what the teacher set out to assess.

4C: Demonstrates student progress in a selected standard through charted data.

Element	Indicators	Assessments
1. Teacher records assessment results in a way that reflects mastery of particular standards or goals.	Teacher keeps records that chart student progress in particular standards or learning goals.	Data charts with data for selected sub-standard are submitted.
2. Data demonstrates that students have progressed in a particular standard or learning goal.	Data charts over the course of time show that students advance toward proficiency in a given sub-standard, and by the end of the year have advanced one grade level.	Data charts submitted show student progress toward proficiency in particular sub-standard.

4D: Analyzes assessment results for student progress in meeting learning goals.

Element	Indicators	Assessments
Teacher analyzes assessment results to see what students have and have not mastered, and why.	<p>When analyzing the assessment, the teacher can discern what type of mistake the student made and why (e.g. due to carelessness, unfamiliarity, a deficiency in the assessment or a particular learning challenge).</p> <p>Teacher thinks about what the cause could be of trends in performance of the whole class, large groups of students, and individual students.</p> <p>Teacher analyzes data charts and indicates which results are below, approaching, or exceeding proficiency.</p>	

4E: Plans and implements adjustments in teaching based on assessment results.

Element	Indicators	Assessments
<p>2. Teacher creates action plans based on assessment results, and follows through with them.</p>	<p>Action plans indicate what review, re-teaching, enrichment or remediation is needed.</p> <p>Teacher follows through, involving principal, other school personnel (e.g. resource room teacher), and parents whenever appropriate.</p> <p>Students master a particular sub-standard or learning goal before proceeding to the next one.</p>	<p>Action plans based on assessment results are submitted (which may include whole class, small group, and/or individual student action plans).</p>

Portfolio Assessment for Segment 3

Three DDI cycles, which demonstrate mastery of learning objectives (in the form of one sub-standard from the Zekelman Standards for Chumash) for that segment of the year.

1. Cycle 1: Baseline assessment (for selected sub-standard), data chart, action plan.
2. Cycle 2: Assessment, data chart, action plan.
3. Cycle 3: Assessment, data chart.
  - a. Final data chart shows whole (or almost whole) class mastery of sub-standard selected, as compared to baseline assessment.