



# Technological Tools in Professional Development: How to Enhance Educator Effectiveness



**Beverly Weiser, Ph.D.**  
**CORE Leadership Summit**  
**San Francisco, CA**  
**March 5, 2013**



## Hoot Education™



*Every student deserves highly effective teachers.*  
*Every teacher deserves respect and support.*





## Typical Professional Development

- One Stop Workshop
- No Continued Support
- Too Difficult to Implement
- Negative Attitudes
- Little Chance for Practice and Engagement

## Professional Development for Effective Teaching and Improved Student Outcomes

- For teachers to become maximally effective, they require **ongoing** job-embedded support to plan and deliver instruction matched to the individual needs of their students.



## The Need for Student-Focused Coaching

- Coaching incorporates a number of activities that may be particularly appropriate to overcoming obstacles to high-quality intervention implementation.
  - **Co-planning strategic differentiated instruction**
  - **Modeling effective strategies**
  - **Co-teaching**
  - **Assisting teachers in interpreting assessment results**
- Teachers who are provided with ongoing support are generally more committed to staying in the field and coaching support has been shown to lower teacher attrition rates.

## Improved Teacher Instruction Through Coaching Support



- ✓ **Practiced new strategies more often and with greater skill**
- ✓ **Adapted the strategies to their own goals and contexts**
- ✓ **Retained and increased their instructional skills over time**
- ✓ **Were more comfortable in teaching new strategies to their students**
- ✓ **Demonstrated a clearer understanding of the purposes and use of the new strategies**
- ✓ **Were able to teach the strategies with fidelity**

Joyce & Showers (2002)

## And most important.....



- Coaching support has been proven to be an affective tool for:
  - Increasing teachers' knowledge of effective researched-based strategies
  - Increasing instruction fidelity
  - Increasing student outcomes
  - Assisting educators in meeting their students' varying needs



Noel et al.,2005; Weiser & Mathes, 2013





**SMU**  
Institute for Evidence-Based Education

## *Hoot Education™ :* *The Research That Supports It's Use*



**SMU** ANNETTE CALDWELL SIMMONS  
SCHOOL OF EDUCATION  
& HUMAN DEVELOPMENT

## *Impact of Hoot Education™ on Teachers' Instructional Quality and Quantity and Student Outcomes*

## Research Design

- Schools Assigned to Condition, Teachers nested in schools, Students nested in teacher
- Implementation of daily small group reading instruction with student most at-risk for reading failure
- Academic measures administered to student pretest, posttest, with a subset administer monthly
- Monthly observations of small-group instruction

Using <i>Hoot Education</i> ™	Comparison
<ul style="list-style-type: none"> <li>• 14 Schools</li> <li>• 33 First-Grade Classrooms</li> <li>• 110 First-Grade students at-risk for reading failure</li> </ul>	<ul style="list-style-type: none"> <li>• 8 Schools</li> <li>• 23 First-Grade Classrooms</li> <li>• 65 First-Grade student at-risk for reading failure</li> </ul>

# Implementation Design

## The Hoot Education Platform

- Received 24 hours of face-to-face in-service training on how implement the \*intervention across 4 days.
- Provided ongoing progress monitoring assessment data in reading of students.
- Implemented the intervention.
- Engaged in the *Hoot Coaching Solution* across the academic year.

## Contrast

- Received 24 hours of face-to-face in-service training on how implement the \*intervention across 4 days.
- Provided ongoing progress monitoring assessment data in reading of students.
- Implemented the intervention.

\*Mathes, P.G., & Torgesen, J.K. (2005). *Early Interventions in Reading*. Columbus, OH: SRA/McGraw-Hill.

# Results: The Big Picture

## ✚ Teachers who received *Hoot Education™* support:

- knew more about how to teach reading to struggling beginning readers at the end of the study.
- were rated as implementing the intervention with over all better quality
- taught more intervention lessons to mastery across an academic year.

## ✚ Students whose teachers taught more intervention lessons to mastery had better performance on measures of:

- Oral reading fluency rates,
- word recognition skills, and
- spelling scores.



## Teacher's End of Year Knowledge of Reading & Quality of Implementation Ratings

	Hoot Education™ (n = 110)		Comparison (n= 65)		t	Effect Size d
	M	(SD)	M	(SD)		
Teacher Knowledge	70.15	8.41	59.98	10.71	7.18	1.09
Implementation Fidelity	83.8	24	69.97	14.22	1.07	0.66

An effect over .30 is typically considered meaningful.  
Over .80 is considered large and robust.

Number of lessons mastered was the strongest predictor of student achievement outcomes.

Hoot Coaching Lessons		Comparison Lessons	
Mean	Range	Mean	Range
102	74-102	78	54-108

\*For each lesson mastered, student gained between .06 and .39 additional points at Posttest, depending on the measure.

\* Determined through Multilevel Modeling

**Within *The Hoot Education™* Coaching group, variance in student achievement outcomes was explained by:**

- Number of Contacts made by the Teacher to the Coach to discuss lesson planning, assessment data, teaching strategies, and questions
- Number of Video Conferences the Teacher individually had with the Coach or with the Coach and other Teachers
- Number of One-on-One Blogs between the Teacher and the Coach
- Number of digitally captured webcam observations that both Coach and Teacher viewed and discussed



**Benefits of Using the *Hoot Education™* Platform**

- Mean # of contacts instigated by teachers to their coach = **87 contacts per child** (Range = 24 -117)





- \*For each contact made by the teacher, students gained between .03 and .09 raw score points depending on the measure.




\* Determined through Multilevel Modeling


### Model Fit Estimates for Oral Reading Fluency Using Coaching Variables

	M0: Null model		M1: + Student Pretest Score		M2: + Hoot Coaching Solution Contacts By Teacher		M3: + # Lessons Taught and Mastered	
								
<b>Fixed Effects:</b>	estimate	s. e.	estimate	s. e.	estimate	s. e.	estimate	s. e.
Intercept $\gamma_{00}$	37.837	1.97	32.688	2.806	25.830	5.309	1.932	10.405
Starting Pretest Level $\gamma_{10}$			1.827	0.723	1.680	0.729	1.384	0.702
Contacts Made Per Student $\gamma_{01}$					0.099	0.103	0.090	0.093
Lessons Taught and Mastered $\gamma_{02}$							<b>0.397</b>	0.107
<b>Random Effects:</b>								
$\sigma^2_{ei}$	19.403		18.941		17.987		17.947	
$\sigma^2_{u0}$	7.276		7.105		7.110		6.728	
$\sigma^2_{v0}$	<0.001		<0.001		0.040		0.003	
<b>Fit:</b>								
AIC	981		975		974		970	
BIC	989		986		984		981	
$\chi^2$	975		966		964		962	

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### Model Fit Estimates for Passage Comprehension Using Coaching Variables

	M0: Null Model		M1: + Student Pretest Score		M2: + Coaching Solution Contacts By Teacher Regarding Student		M3: + PIER Lessons Taught and Mastered	
								
<b>Fixed Effects:</b>	estimate	s. e.	estimate	s. e.	estimate	s. e.	estimate	s. e.
Intercept $\gamma_{00}$	15.891	0.332	14.690	0.931	12.967	1.200	9.866	1.920
Starting Pretest Level $\gamma_{10}$			0.209	0.151	0.212	0.153	0.170	0.147
Contacts Made Per Student $\gamma_{01}$					0.063	0.017	0.020	0.107
Lessons Taught and Mastered $\gamma_{02}$							<b>0.061</b>	0.018
<b>Random Effects:</b>								
$\sigma^2_{ei}$	3.257		3.240		3.250		3.010	
$\sigma^2_{u0}$	1.220		1.210		1.220		1.100	
$\sigma^2_{v0}$	<0.001		<0.001		0.004		0.001	
<b>Fit:</b>								
AIC	592		593		601		590	
BIC	600		604		605		605	
$\chi^2$	584		584		590		580	

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## 2 years vs. 1 year of Using *The Hoot Coaching Solution* Support on Student Performance



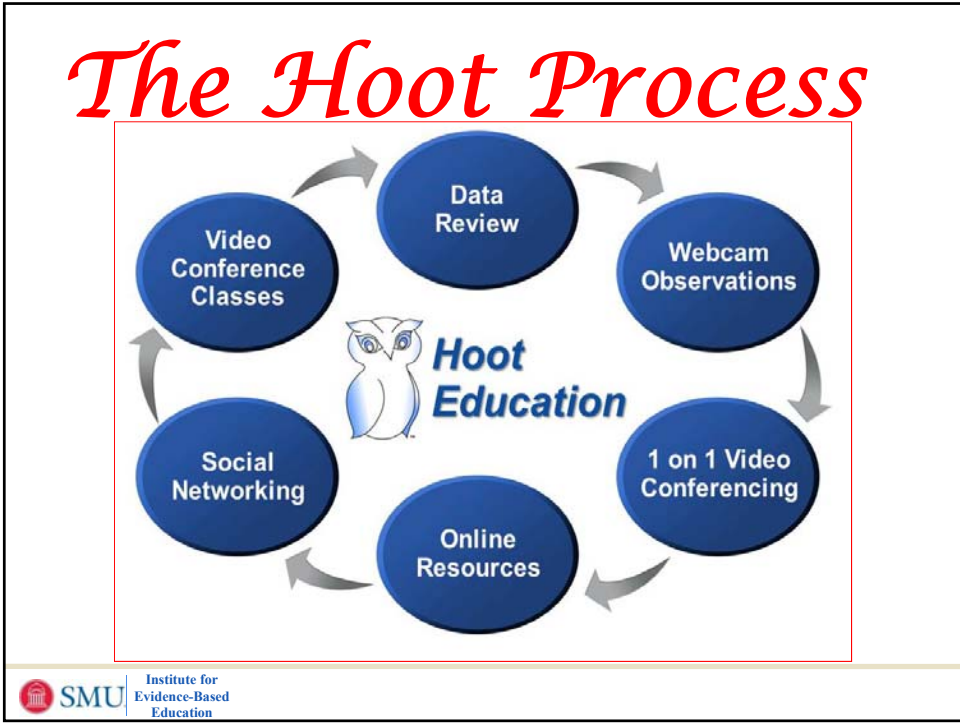
### Students Having a Teacher Using *Hoot* for the Second Year

- read on average nine more correct words per minute on ORF ( $F(2,107)=9.66$ ,  $p<.001$ ,  $d =0.62$ )
- received on average 4 more raw points for Word Attack ( $F(2,107)=2.78$ ,  $p=.06$ ,  $d =0.33$ )
- wrote on average 5 more correct spelling words ( $F(2,107)=22.68$ ,  $p<.001$ ,  $d =0.95$ ), and
- received on average an additional 4 raw points in Word Identification ( $F(2,107)=13.77$ ,  $p<.001$ ,  $d =0.74$ )

## *The Hoot Education*<sup>TM</sup> coaching framework reflects current research on what constitutes effective ongoing professional development

- Focus on Student Outcomes
- Conceptual and Procedural Knowledge (SBI – Strategies)
- Feasible and Concrete – Teach it Immediately!
- Collegial Support Networks
- Active Engagement – Practice and Feedback
- Duration and Intensity – PD Must Include 14+ Hours!

**On-Going Profession Development  
Throughout the Academic School Year!!**



**Hoot Education**

DASHBOARD
MY DATA
LET'S MEET
MY TEAM
RESOURCES
HELP

**Open Forum**

- Keeping students academically engaged
- Increasing fluency
- Using Exit Slips
- Building critical background knowledge
- Syllable types
- Decoding multi-syllabic words
- Managing Tier 2 instruction
- Effective cooperative groups
- Peer-Assisted Learning Strategies

**Team News**

Fri, Mar 1, 2013	It's time to ISIP you students and review data.
Fri, Mar 1, 2013	Don't forget to schedule your next observation.
Fri, Mar 1, 2013	Everyone welcome back Jolyn Simmons back from maternity leave.
Thu, Feb 28, 2013	Make sure to update your standards tracker for February
Wed, Feb 27, 2013	Be sure to attend Study Group after school today.
Tues, Feb 26, 2013	Time to collect ORF on you students.

**Victories**

Carolyn Buss (3/1/13)	My lowest 2 students have really started to show gains on their Oral Read Fluency probes. My very lowest jumped from 23 wpm last month to 56 wpm this month. I am soooo happy! I thought this day would never come. Thanks to everyone for encouraging me to not give up.
Sumel Wu (3/1/13)	My kids are finally using the getting gist strategy when they are writing summaries. I'm seeing that their Comprehension scores are moving on the ISIP too. I'm feeling very good about how my class is going!
Latrice Seals (3/1/13)	Linking Story grammar to planning stories from writing is having a huge impact on the quality of the stories my students are writing.
Jennifer Hooker (3/1/13)	I just got my latest ISIP scores and EVERY child in my class has made strong growth in vocabulary. I've really been focusing attention on building words from morphographs and deriving new words from known words. Its really paying off!

**Obstacles**

Mercedes Burch (3/1/13)	I've tried cooperative groups, but everytime I do it seems like the high performing kids do all the work and the rest just play.
Jenny Laalle (3/1/13)	STAR testing is almost here and my kids are still having trouble writing summary statements.
Oscar Rameriz (3/1/13)	I have a student who refuses to read out loud. What should I do?
Sandy Witter (3/1/13)	I know I should do more differentiated groups, but what do I do with the other kids while I'm working with a small group?
Anna Ellington (3/1/13)	Is there a better way to teach spelling than just giving a list words for the Friday spelling test?
Lisa Hargrave (3/1/13)	My principal requires that I maintain a word wall. This seems so childish for 3rd grade. How can I use the word wall for more advanced readers?

**My Day**  
March 1, 2013

9:30 - 11:00	Core Reading
1:00 - 1:45	Video Conference with Reading Coach
3:00 - 4:00	Staff Meeting

**My News**

- Your April ISIP report is ready
- You have new Victory cheers
- 3 Teammates have posted to your Obstacle Course

**Teammates Online**

**Hoot Education**

DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

Teacher

**Alicia Keaton**  
 Identification: 200,000,000 Not Applicable  
 Observation Status: None  
 Name: \_\_\_\_\_

**Time Spent Breakdown**

0:00 / 4:59

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**Teammates Online**

- Beverly Weiser, Dallas, TX
- Carolyn Doss, Dallas, TX
- Elisa Gallegos, Dallas, TX
- Dylan Farmer, Dallas, TX
- Mercedes Burch, Dallas, TX
- Jill Allor, Dallas, TX
- Jill Moore, Dallas, TX
- Debra Dittly, Dallas, TX
- Hector Rivera, Dallas, TX
- Paige Ware, Dallas, TX

**NICE-R OBSERVATION REPORT**

**Ms. Hermandic**  
 Observation Date: February 27, 2013  
 Observation Length: 40 minutes 38

**Standards Observed:** Reading: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.43, 3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50, 3.51, 3.52, 3.53, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, 3.61, 3.62, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, 3.75, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82, 3.83, 3.84, 3.85, 3.86, 3.87, 3.88, 3.89, 3.90, 3.91, 3.92, 3.93, 3.94, 3.95, 3.96, 3.97, 3.98, 3.99, 4.00

Instructional Area	Minutes	Average Student Engagement
Phonological Awareness	5	2
Word Recognition	15	2
Fluency	10	3
Comprehension	3	2
Reading Fluency	5	2

**Hoot Education**

DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

0:00 / 4:59

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 DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

**Teacher Quality Indicators**

	4 Excellent	3 High Average	2 Low Average	1 Weak	4	3	2	1
<b>Materials available</b>	Teacher materials are readily available. Little, if any instructional time is lost organizing materials.	Teacher materials are available some of the time. Some instructional time is lost organizing materials.	Teacher materials are rarely available. A significant amount of instructional time is lost organizing materials.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Opportunities for Practice</b>	Provides sufficient and varied opportunities for practice.	Provides many opportunities for practice with little variation. Practice opportunities do not seem to be based on student need.	Provides insufficient opportunities for practice with no variation.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Feedback</b>	Provides immediate and corrective and descriptive feedback.	Provides inconsistent feedback.	Provides little feedback that is nonspecific or no feedback.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Monitors Students</b>	Constantly monitors student performance.	Monitors some students or monitors all students for some activities.	Demonstrates lack of monitoring or monitoring very few students.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Encourages Student Engagement</b>	Encourages high student engagement and time on task.	Encouragement of student engagement and time on task varies.	Does not encourage student engagement and time on task.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Pacing</b>	Uses appropriate pacing, including wait time.	Uses inconsistent pacing that varies between appropriate at times to "too fast" or "too slow" and provides insufficient wait time.	Demonstrates poor pacing, either too slow or too fast with no wait time provided.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for language arts/reading block</b>					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Chaos in Classroom</b>	4 Structured and well organized. Behavioral expectations always clear.	3 Somewhat organized. Some routines in place. Behavioral expectations not always clear.	2 Somewhat chaotic, clear routines not established.	1 Very chaotic, unorganized, no routines, behavioral expectations obvious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Hoot Education**  
 DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

**RtI Requires...**

- High Quality core reading instruction (Tier 1)
  - Scientifically Based Instructional curriculum
  - Differentiated instructional delivery
- Additional intense instruction for students who struggle (Tier 2)
- Monitoring of student progress, with adjustments made in instruction based on this data.

**When does child move to Tier 3?**

**How does RTI apply to students who are ELL?**



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- Paige Ware Dallas TX

**Team Members:**

- Beverly Weiser Dallas ISD
- Carolyn Buss Carrollton ISD
- Mercedes Burch Dallas ISD
- Elsa Gallegos Rockwall ISD
- Hector Rivera Dallas, TX
- Jill Moore Plano ISD
- Jill Allor Plano ISD
- Patricia Mathes Plano ISD
- Ojeda Pindar Dallas ISD
- Dylan Farmer Dallas ISD
- Deborah Diffly Dallas ISD
- Ken Springer Dallas ISD
- Latrice Seals Houston SID
- Jeanne Herron San Rafael, CA
- Melinda McGrath Dallas ISD
- Jennifer Hooker Austin ISD
- Carolyn Denton Houston ISD
- Ashley Burnett Plano ISD
- Francesca Jones Dallas ISD
- Caroline Kethley Dallas ISD
- Jennifer Griffin Houston ISD

**Hoot Education**

DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

**My Profile**

**Dr. Patricia Mathes**

**Current Position:**  
Professor of Teaching and Learning at Southern Methodist University

**Education:**  
BS – Baylor University  
M.Ed. University of Houston  
Ph.D. Vanderbilt University

**WORK**

- Teaches teachers how to be highly effective teachers.
- Conducts research to determine what instructional practices are most effective, especially with children who struggle.
- Landmark work has proven that 99.98% of children can learn to read.
- Has developed and commercialized several highly successful curricular programs and assessments.
- Has been awarded several prestigious awards for her work.
- Goal in life is to prevent disteachia and ensure all children succeed in school.

**About Me**

**Outside of Work**

- Grew-up in Dallas and Houston
- Taught middle and High school in Katy, TX.
- 3 Children – Ashley 19, John Anthony 18 and Julianna 11.
- Spend most of my time doing things with my children.

**Favorite Things**

- My kids, dancing, swimming, traveling, movies and books.

**My Album**

- Graduation photos
- Family photos with children
- Awards ceremony photo
- Photo with a blue mascot

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**Hoot Education**

DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

**Victories**

March 1, 2013

**Carolyn Buss – 3<sup>rd</sup> grade – Mustang Academy, Dallas, TX**  
 My lowest 3 students have really started to show gains on their Oral Read Fluency probes. My very lowest jumped from 23 wpm last month to 56 wpm this month. I am soooo happy! I thought this day would never come. Thanks to everyone for encouraging me to not give up.

**Jane Wester – 3<sup>rd</sup> grade – North Star Elem., Houston TX**  
 Way to go! I knew your kids could do it if you kept playing beat the clock every day!

**Mercedes Burch – 3<sup>rd</sup> Grade – Rider Academy, Dallas TX**  
 These kids are lucky to have you as their teacher. You ROCK!

**Miguel LaRosa – Reading Specialist – Chevez Elem, Plano, TX**  
 Way to go. Beat the Clock has been very effective for me. This just shows how kids will get there is we just keep at it.

**Javier Jorgensen – 3<sup>rd</sup> Grade ESL – Mustang Academy, Dallas TX**  
 Here's a hoot-out to you! I've seen real improvement with Jose in my class as well because he knows he becoming a better reader.

March 1, 2013

**Sumei Wu – 3<sup>rd</sup> grade – Rice Elem, Dallas, TX**  
 My kids are finally using the Getting The Gist strategy when they are writing summaries. I'm seeing that their Comprehension scores are moving on the ISIP too. I'm feeling very good about how my class is going!

March 1, 2013

**Latrice Seals – 3<sup>rd</sup> grade – Farish Academy, Houston, TX**  
 Linking Story grammar to planning stories or writing is having a huge impact on the quality of the stories my students are writing.

March 1, 2013

**Jennifer Hocker – 3<sup>rd</sup> grade – Farish Academy, Houston, TX**  
 I just got my latest ISIP scores and EVERY child in my class has made strong growth in vocabulary. I've really been focusing attention on building words from morphographs and deriving new words from known words. Its really paying off!

March 1, 2013

**Shonda Price – 3<sup>rd</sup> grade – Mustang Academy, Dallas, TX**  
 I've been using the Beat the Clock routine too, and having huge success. My DIBLES ORF scores are all coming up!

March 1, 2013

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DASHBOARD MY DATA LET'S MEET MY TEAM RESOURCES HELP

Open Forum

**Multi-Syllable Words**

I am so glad that Helen was able to help you ...

**Stretching and Blending**  
 Thanks, Karen. I'll try this technique and see ...

**In-Service for Struggling Readers**  
 I went to an in-service about helping struggl...

**Speaker**  
 I agree, that speaker was great. I haven't felt ...

**TOPIC: Multi-Syllable Words**

**Wed, Apr 18, 2012, 10:05 AM** Anna  
 I am so glad that Helen was able to help you with your students. I know it feels good to have your students making progress.

**Tues, Apr 17, 2012, 4:32 PM** Jane  
 Thanks Helen. I have been having my students practice reading the multi-syllable words first from my white board before they read the story. We also practice reading larger words (a few) each day. They are no longer afraid to try and sound out the larger words and most of the time they are able to read the words without going through all the steps. I think I have made a break through. Thanks again.

**Fri, Apr 13, 2012, 7:21 AM** Helen  
 I can understand your frustration with the students not willing to attack the multi-syllable words. This was a small problem with my students at the beginning. This is a suggestion that I did. Have the students practice larger words first from a short word list you write on a white board.  
 Begin by writing the larger words on a white board; student will sound out the word in small parts (sound chunks). Divide the word into sound chunks not in syllables. An example: an / i / mats; buck / et. Have your students sound out the first part and say the first part, sound out the next part and say the next part, sound out the last part and say the last part. Have students say each part, and then put the word together saying it fast. You may need to model and do the procedure with them until they begin to see the chunks. They will need practice, but they will get it eventually. Let me know how this works for you.

**Wed, Apr 11, 2012, 4:39 PM** Jane  
 I need some direction with four of my students. They know the sounds of the letters and can apply these to sounding out the words. When they come to a word that is more than one syllable, they just stop reading and will not try and read the word. Does anyone have a suggestion as to how I can get these students to start attacking multi-syllable words?

**Fri, Apr 13, 2012, 7:21 AM** Helen  
 I can understand your frustration with the students not willing to attack the multi-syllable words. This was a small problem with my students at the beginning. This is a suggestion that I did. Have the students practice larger words first from a short word list you write on a white board.  
 Begin by writing the larger words on a white board; student will sound out the word in small parts (sound chunks). Divide the word into sound chunks not in syllables. An example: an / i / mats; buck / et. Have your students sound out the first part and say the first part, sound out the next part and say the next part, sound out the last part and say the last part. Have students say each part, and then put the word together saying it fast. You may need to model and do the procedure with them until they begin to see the chunks. They will need practice, but they will get it eventually. Let me know how this works for you.

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**My Day March 1, 2013**

9:30 – Core Reading  
 11:00 –  
 1:00 – Video Conference with Reading Coach  
 1:45 –  
 3:00 – Staff Meeting

**My News**

Your April ISIP report is ready  
 You have new Victory Cheers  
 3 teammates have posted to your Obstacle Course

**Teammates Online**

Beverly Weiner Dallas, TX  
 Carolyn Buss Dallas, TX  
 Elise Gallegos Dallas, TX  
 Dylan Farmer Dallas, TX  
 Mercedes Burch Dallas, TX  
 Jill Allor Dallas, TX  
 Jill Moore Dallas, TX  
 Debra Dittly Dallas, TX  
 Hector Rivera Dallas, TX  
 Paige Ware Dallas, TX

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### Formative Assessment

Is your school moving in the right direction? Can you tell if students are learning – how can you tell?

Three years ago Brian Creasman became principal of a "low performing" high school and was confronted with these two questions. A high school classified as "low performing" obviously is not a title any teacher, administrator, student or parent wants for their school. Out of everything (curriculum alignment, effective instructional strategies, etc.) Mr. Creasman learned that for an assessment to be effective, it should also be formative. Keep in mind that effective formative assessments result in instruction that meets the needs of each student. Formative assessments allow teachers to respond to the needs of the student quickly, however more importantly it allows the student to shape instruction (both a student-centered and teacher-driven education model).

The formative assessment program there continues and is constantly changing for the better. Once you have a well planned formative assessment program in place, your school will also see:

- 1) A change in the culture within classrooms
- 2) Concise communication of learning goals
- 3) Varied effective instructional methods
- 4) A new understanding for student learning
- 5) Improved student engagement with targeted student feedback
- 6) An increase in student learning!

Take the next step. Learn about and implement formative assessments in your school to discover and demonstrate for yourself, your students and your community what happens when a school moves in this direction and you know students are truly learning.

**Purpose**

According to Ling et al (2008), the formative assessment process came about from educators working on ways to accelerate student achievement and to help predict how well students will perform on standards-based statewide tests. Ling is right on target, however, the general perception often is that standards-based learning and formative assessments should only be used in subject/courses that are assessed by state or district assessments. In actuality, formative assessment should be implemented across all course/subjects that students take instruction. It provides an accountability system that is based on three components that all standards-based assessments are determined to measure, yet rarely do:

1. instructional strategy (teaching)
2. student mastery and
3. curricular alignment

In 1989, Joyce Kilpatrick established the essential purpose of formative assessment as the means to identify the gap between a student's current status in learning and some desired educational goal.

However, the purpose is really more descriptive than that. According to Black (1998), the purpose of formative assessment is to monitor students' acquisition of knowledge and skills during educational preparation, that is, during the time when students' basic and professional knowledge, skills, and attitudes are

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Student

ISIP™ Advanced Reading Page 1 of 2

**ISIP™ Advanced Reading Classroom Summary Report**  
4th Grade - S Lewis  
Phillips Elementary School  
School Year: 2012 - 2013  
as of Feb 28 09:08:08 CST 2013

For each skill assessed during the month, the ISIP, Istation's Indicators of Progress, Advanced Reading Classroom Summary graphically shows the number and percentage of students in the classroom at each instructional tier.

Individual student results are presented in a table underneath the graph. Students are grouped by overall tier, overall tier, sex subset, and tier by skill are provided for each student in the classroom.

- Assessment Information
- Instructional Tier Goals

**4th Grade - S Lewis - February 2013**

4th Grade - S Lewis - February 2013							
Skills Assessed (Includes ability index and instructional tier)							
	Overall (%)	CMP (%)	SFL (%)	VOC (%)	SF (%)	Tier Percentages	
	Score	Score	Score	Score	Score	Tier 3 (%) Tier 2 (%) Tier 1 (%)	
Ethan S [M]	1837	3	1800	3	1851	3	100% 0% 0%
Caleb A [M]					1867	1	17% 0% 83%

<https://score.istation.com/ta/admin/reports/reading/v1/isipSummary.asp?oid=3645630&...> 2/28/2013

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**Hoot Education**

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**NICE-R  
OBSERVATION REPORT**

**Ms. Hernandez**

Observation Date: February 23, 2012

Observer: [Name]

Instructional Area	Minutest	Average Student Expectations
Phonemic Awareness	5	3
Word Recognition	15	3
Spelling	10	3
Comprehension	5	3
Reading Fluency	5	3

Student Summary Report for  
**Nicholas**  
1st Grade - School Year: 2011-2012  
As of Feb 24 12 15:23 CST

Grade Level: 1      Current Reading Program Cycle: n/a

Last Date Used: Wed Feb 11 00:39:50 CST      Program Usage (average): 2.5 hours per week

Lexile Levels: 340, 350, 360, 380, 390, 400, 410, 420, 430, 470, 490, 500, 510, 520, 530, 560

**Istation Indicators of Progress (ISIP™) Results**

The objective of ISIP is to identify students potentially at risk of reading failure. Estimated ability level scores are used from each subject to determine a student's overall reading ability score. The ability score is used as the dividing line to determine students potentially at risk. Students are placed into one of three instructional tiers.

ISIP Overall Reading Ability Score: 220      ISIP Tier: 1 (Performing at grade level)

The graphs below show each skill assessed and the progress made through the current month. Skill goals and criteria become progressively more difficult with each assessment period.

Overall Reading

Phonemic Awareness

Alphabetic Decoding

Comprehension

Vocabulary

Spelling

Text Fluency

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**Hoot Education**

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Very little time is focused on fluency.

The gaps are staying the same.

Growth looks a bit flat.

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**NICE-R OBSERVATION REPORT**

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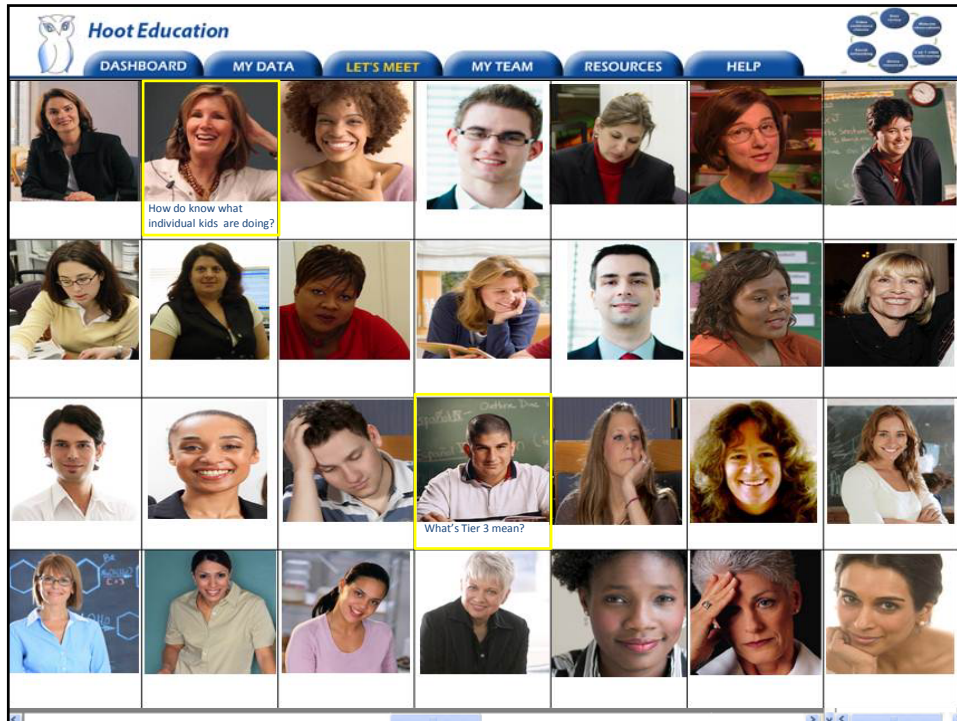
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**ISIP™ Skill Growth Report**  
By Tier Level  
1st Grade  
Elementary School

1st Grade - Overall Reading

Student	Oct	Nov	Dec	Jan	Feb
Nicholas	204	211	212	218	220
Michelle	195	197	197	197	204
Carl	195	201	201	202	204
Andrew	200	209	209	209	204
Shel	200	205	205	205	202
Harsh	200	206	210	214	211
Andria	200	207	214	214	215



**Questions??  
Comments??  
Suggestions??**



**[bweiser@smu.edu](mailto:bweiser@smu.edu)  
[pmathes@smu.edu](mailto:pmathes@smu.edu)**

