***Making the Distinction***

Examine the three scenarios described below. Decide whether each scenario lends itself to a student learning goal or a professional practice goal. Brainstorm data that one might use to validate the need for such a goal. Record your answers in the right column of the chart.

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| **Scenario** | **Student Learning or Professional Practice?** | **Data That Would Validate the Need for the Goal** |
| **1. Last year I struggled to start class in a quick, effective manner. As a result, my classes often did not complete their agendas each day, and I had to rush at the end of each unit to cover the necessary material. This year, I would like to identify at least two new classroom management strategies to improve the beginning of my classes, so that I have the time to complete each unit and improve my students’ performance on end-of-unit assessments.**  |  |  |
| **2. Only 30 percent of my students demonstrated proficiency on the writing section of this year’s internal pre-assessment. I would like to work on improving their writing skills by incorporating essay questions into at least six unit assessments. By the end of the 2012–13 school year, I would like for 80 percent or more of my students to demonstrate proficiency on the writing section of our internal post-assessment.**  |  |  |
| **3. Our 8th grade mathematics team would like become more familiar with instructional strategies proven to provide access to the mathematical curriculum and develop language skills for Intermediate and Advanced ELLs ( English Language Learners). We would like to able to implement a minimum of three targeted strategies by the end of the 2012–13 school year. We want see improvements in ELLs’ achievement in mathematics as a result.** |  |  |