

Collaborative Assessment Log

A mentor's guide

The Collaborative Assessment Log is intended to be a natural part of your work with a new teacher. It guides the mentoring conversations. By using the CAL routinely, you help new teachers establish the productive professional habits of reflection, self-assessment, and action. Collected over the course of a year, the *Collaborative Assessment Logs* serve as valuable confidential documentation of your work together, as well as the new teacher's professional growth. To access the CAL:

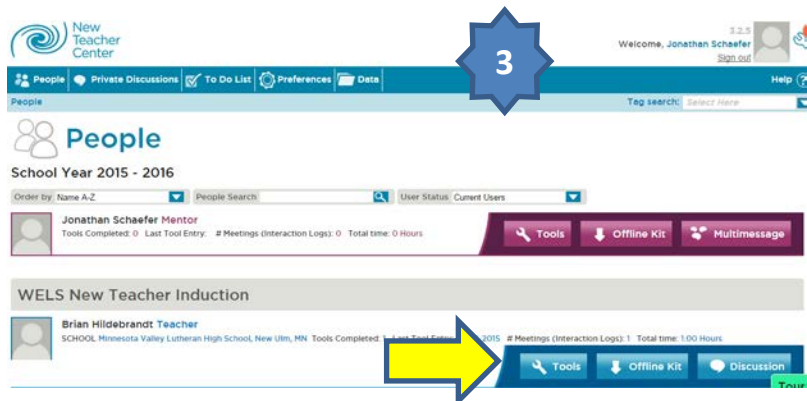
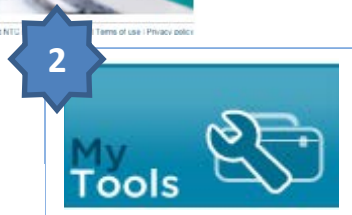
First, login to the NTC Learning Zone to access the **CAL**.



Second, click the tools button and

select your new teacher's **blue** "tools" button.

Third, click the tools button to the right of the new teacher's name.



Fourth, Double click the *Collaborative Assessment Log*

title under the **Favorite Tools**

header.



How do I use the Collaborative Assessment Log?

The *Collaborative Assessment Log (CAL)* supports the protocol for your mentoring conversation with a new teacher. The log is divided into four quadrants. The top two quadrants help instructional mentor and new teacher assess the current successes and challenges. The bottom two quadrants help identify next steps, resources, and support. CAL is typically reviewed at the beginning of meetings between instructional mentor and new teacher.

The Mentoring Conversation: A Protocol,” describes the mentoring process supported by the CAL. After establishing the **blessings** of new teacher’s work and a focus for the meeting from among the **challenges, issues, and concerns** , mentor’s work shifts towards helping move the new teacher’s practice forward. Here mentoring might include co-developing lessons, problem solving together, teaching new strategies, asking reflective questions, offering suggestions, or providing information and resources.

Agreed upon ideas or **next steps** can be recorded in the bottom two quadrants and provide a level of accountability. **Other portions** of the CAL (highlighted with the yellow arrows) help identify the purpose(s) of the current meeting and set the focus and date for your next mentor conversation or visit.

Create a habit of reviewing the prior meeting’s CAL to remind yourself of your beginning teacher’s instructional focus, to ensure your own follow-through on next steps, and to consider possible outcomes for the coming meeting.

FORMATIVE ASSESSMENT TOOL

Collaborative Assessment Log

Name: Orin Hildebrand Completed by: Jonathan Scheffer

Grade Level / Subject Area: _____ Date: 10/09/2015

Professional Goal(s): _____

<p>What's Working: (How do you know? Cite evidence of instructional decisions and student learning when applicable).</p> <p>_____ _____ _____</p>	<p>Current Focus - Challenge - Concern:</p> <p>_____ _____ _____</p>
<p>Teacher's Next Steps:</p> <p>done</p>	<p>Mentor's Next Steps:</p> <p>best</p>

What aspects of our work together have the most support and impact on your practice? What would you like the most support and impact on your practice? What would you like the most support and impact on your practice?

Need meeting date: _____ Focus: _____

Mark all that apply:

<input type="checkbox"/> Analyzing Student Work	<input type="checkbox"/> Co-Assessing Teaching Practice	<input type="checkbox"/> Collaborating with Colleagues
<input type="checkbox"/> Communicating with Families	<input type="checkbox"/> Determining Instructional Groups	<input type="checkbox"/> Developing/Reviewing Professional Goals
<input type="checkbox"/> Discussing Case Study Student(s)	<input type="checkbox"/> Discussing Content Standard(s)	<input type="checkbox"/> Developing IEP/Planning for IEP Meeting
<input type="checkbox"/> Knowing Students Academically	<input type="checkbox"/> Knowing Students Across Multiple Dimensions	<input type="checkbox"/> Modeling Lesson(s)
<input type="checkbox"/> Planning Instruction	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Observing and Conferencing
<input type="checkbox"/> Reviewing Inquiry Cycle Action Plan	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Reflecting
<input type="checkbox"/> Identifying/Adapting Curricular Resources		<input type="checkbox"/> Other

What's working:

<p>Christian teachers know how to teach.</p> <p>4.1: Select teaching strategies and materials to meet learner's needs and to achieve instructional purposes.</p> <p>4.2: Design instruction that meets individual needs.</p>	<p>Foundation: Christian teachers are faithful servants of Jesus Christ.</p> <p>0.1: Reflects faith in Christ through words, actions, attitudes, and relationships.</p> <p>0.2: Shows joy and enthusiasm for the</p>	<p>Standard 02: Christian teachers know how individuals grow and develop.</p> <p>2.1: Assesses individual and group performance in order to design instruction that meets learners' current needs in each</p>	<p>Standard 03: Christian teachers understand that individuals learn differently.</p> <p>3.1: Identify and design instruction appropriate to individual development, learning styles, culture, strengths,</p>
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