Embedded Practice Model

This model leverages the existing work teachers are doing in their classrooms with regard to measuring student learning. It prioritizes the use of measures of student learning that are already in use in teachers' day-to-day classroom practices and language that is embedded in the Professional Practice Rubrics foundational to district evaluation systems. Both long- and short-term cycles are options through this model.

Distinguishing Feature:
Data discussions highlight teachers' daily instructional practices as a means of communicating student learning.

Students

Which Students?
All students, or a class of students with a representative number of abilities
-OR-
A targeted subset of students

Standards

Which Standards?
One or more content standards essential to the course of study

Timeframe

What Timeframe?
Year-long and/or shorter cycles are appropriate

Evidence

What Evidence?
Work samples, assessments, projects, student data and reflections, etc.
Three or more sources collected from teachers' daily practices

Strategies

What Strategies?
Instructional strategies are informed by data to meet the needs of all students

Expectations

What Expectations?
Learning expectations are guided by data discussions between the evaluator and the teacher and communicated with students