



Collaborative Assessment Log

Annotated Tool

Celebrate progress in previous "Challenges" and note when "Next Steps" have been achieved. Frame this using evidence of student learning and Teaching Standards.

Capture a few specific, achievable next steps. These steps should be:

- Related to current focus and short-term and achievable
- Likely to succeed
- Related to the use of other tools


These questions will support the beginning teacher to be reflective about practice and to plan for the future.

Things to remember:

- Use the language of content and teaching standards. Use mentoring language to paraphrase, clarify, and probe for specificity.
- Limit and prioritize concerns as you establish an area of focus together.

List specific ways that your mentoring will support the beginning teacher going forward.

Close the conference by reconfirming agreements and next steps.



FORMATIVE ASSESSMENT TOOL
Collaborative Assessment Log

Name: _____ Mentor: _____ Date: _____
 Grade Level/Subject Area: _____ Teaching Standard Focus: _____
 Professional Goal(s): _____

▲ **What's Working? (How do you know? Cite evidence of instructional decisions and student learning when applicable).**

<p>Teacher's Next Steps:</p>	<p>Mentor's Next Steps:</p>
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What aspects of our work together provide the most support and impact on your practice? What would support you going forward?

Next meeting date: _____ **Focus:** _____

Mark all that apply:

<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowing Students Across Multiple Dimensions <input type="checkbox"/> Modeling Lesson(s) <input type="checkbox"/> Observing and Conferencing <input type="checkbox"/> Planning Instruction <input type="checkbox"/> Problem Solving 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting <input type="checkbox"/> Reviewing Inquiry Cycle Action Plan <input type="checkbox"/> Using Technology <input type="checkbox"/> Other _____
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Mark any of the activities and use of tools that will be evidence for:

- co-assessment
- development of *Inquiry Cycle Action Plan*