

Sample Focused Mentoring Activity

Focus Area(s): Design of Opportunities for Student Self- Assessment

Date:

<p>OBJECTIVES/ GOALS OF THE MEETING:</p> <p>Mentor and resident educator will explore ways to involve students in self-assessment.</p>	<p>ALIGNMENT TO STANDARDS Ohio Standards for the Teaching Profession: 3 RE Mentor Standards: 2 Other:</p>
<p>Introduction: Many times as an educator, you will be asked to reflect on and self-assess your practice. It is good to teach students the same skills as they reflect on their learning.</p> <p>Resources: lesson plans, self-assessment resources</p>	<p>Common Language/ Terms/ Acronyms: Formative and summative assessments, rubrics</p>

Activity Description/ Conversation Questions/ Content

Teaching students to self-assess promotes ownership of what they know and can do. It also gives the teacher information to potentially adjust learning opportunities moving forward.

The mentor leads discussion with each resident educator around different ways students can self-assess. They can do self-assessment formatively, such as using the 3-2-1 approach (3 things I learned today, 2 things I could help others learn better, 1 thing I still have questions about). In another self-assessment activity, students score themselves on specific rubrics and cause them to reflect on their learning. They can be asked to compare their work over time or even help create evaluation criteria for a project.

When students are collaborators in assessing their work, they develop the habit of self-reflection. Self-reflection also encourages students to think ahead and set goals for themselves.

Looking at an upcoming lesson plan, mentor and resident educator will develop a self-assessment opportunity for students to participate in. It is important for the resident educator to teach his or her students the key reasons why they are self-assessing. The resident educator and mentor can search for already created self-assessment ideas or create their own.

Mentor will encourage resident educator to continue to be purposeful and look for opportunities to engage students in self-assessment activities.

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Consider taking notes to use in future professional dialogues

Reflection and/or evidence of learning:

The resident educator should provide his or her mentor with the self-assessment they used for reflection.

Reflection Questions:

- What did this self-assessment ask the students to reflect on? (lesson understanding, effort, needs, formative/summative)
- Were the student responses what you expected? Were there unexpected responses? What reason(s) might there be for the unexpected response?
- What data did the self-assessment give you to inform your instruction? How will you use this data to plan for future instruction?
- What would ask differently next time?
- How can you continue to look for purposeful opportunities to involve your students in self-assessment?

Follow up:

As the resident educator's confidence grows, what can he or she do to continue deepening the self-assessment experiences for students?

Notes: