



Collaborative Assessment Log



Name: _____ Mentor: _____ Date: _____

Grade Level/Subject: _____

Check all that apply:

- | | | | | | |
|--|--|--|--|--|---|
| <input type="checkbox"/> Acting as an adviser | <input type="checkbox"/> Communicating with Editors, Staff | <input type="checkbox"/> Developing Grading Strategies | <input type="checkbox"/> Modeling Lesson | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Reflecting |
| <input type="checkbox"/> Analyzing Student Work | <input type="checkbox"/> Communicating with Parents | <input type="checkbox"/> Developing/Reviewing Professional Goals | <input type="checkbox"/> Observing Veteran Teacher | <input type="checkbox"/> Providing Resources | <input type="checkbox"/> Staff Management |
| <input type="checkbox"/> Communicating with Administrators | <input type="checkbox"/> Communicating with Printer/Yearbook Rep | <input type="checkbox"/> Discussing JEA Content Standards | <input type="checkbox"/> Planning Unit/Ladder/Schedule | <input type="checkbox"/> Pre- or Post-Observation Conference | <input type="checkbox"/> Using Technology |
| | | | | | <input type="checkbox"/> Other _____ |

What's Working:

Current Focus—Challenges—Concerns:

Teacher's Next Steps:

Mentor's Next Steps:

Next Meeting Date: _____ Focus: _____

CC = Curriculum and Content

- Designs student-centered curriculum that reflects students as continuous learners
- Uses appropriate media ethical and legal policies and practices
- Uses text, graphics, photography, radio, etc. to emphasize range of story-telling possibilities
- Encourages creative design and packaging
- Creates financial guidelines to govern subscriptions, advertising, fund raising, etc.
- Constructs staff organization to emphasize responsibility, risk-taking and problem-solving
- Constructs effective production schedules
- Ensures students understand their roles as information gate-keepers in media and their rights and responsibilities as journalists

LT = Learning Theory

- Creates a media-rich atmosphere for students to learn both collaboratively and individually
- Models and nurtures life-long learning
- Uses knowledge of journalism/media skills to design appropriate learning experiences
- Integrates a variety of media within instruction/curriculum
- Selects and orders assignments that support integrated units of instruction
- Sets meaningful goals as part of short- and long-term planning for journalism instruction

DS = Diverse Students

- Bases instruction on students' strengths and builds upon student differences to further journalism learning
- Plans instruction to accommodate a range of learners and different learning needs
- Uses a variety of materials and instructional activities to empower students to use media and symbol systems effectively
- Respects the worth, contributions, abilities and language of all learners
- Creates environments that support respectful approaches to individual differences
- Encourages staff diversity and uses awareness of diversity to enhance understanding of journalistic media

IE = Instructional Environment

- Creates classrooms that encourage active participation in learning communities
- Promotes students' appreciation and understanding of audience and the ways to write for different audiences
- Helps students understand their unique role as disseminators of information and their rights as journalists and media consumers
- Models the use of technology as an essential component of learning and production of media
- Uses varied ways to encourage students to take responsibility for their learning and production of media
- Encourages students to consider journalism or mass media as a career possibility

AS = Assessment

- Responds effectively and constructively on an ongoing basis to students' work
- Recognizes students' errors as a means of making curricular choices for instruction
- Designs a variety of assessment tools (e.g. portfolios, objective quizzes and tests, rubrics, projects, publications)
- Uses assessment results to shape or revise instructional design and/or strategies
- Interprets and reports assessment methods and results
- Makes informed curricular choices and instructional strategies
- Guides students in learning to assess their own growth

PD = Professional Development

- Attends journalism conferences, workshops, graduate classes, etc.
- Studies media and research relevant to journalism instruction on a regular basis
- Participates in continual personal and collegial reflection on practice
- Monitors effects of own practices on students, parents, colleagues and community professionals
- Collaborates with colleagues in journalism and other disciplines
- Investigates own biases and seeks to resolve problems that stem from areas of conflict
- Models writing, designing, photographing, etc.
- Creates opportunities for critiques of programs/publications