

# Element 3.5 Guidance

Presented by: Maribeth Calabro  
I3 Coordinator





## **3.5 Demonstrating Instructional Outcomes**

**At the end of an instructional cycle, the evidence demonstrates significant student progress (growth or mastery) according to established district guidance**

**Degree of Achieved Expectations: Most students reached and some exceeded expectations**



# Number of Conferences/Requirements

There are 4 (FOUR) required Conferences for element 3.5:

1. BOY
2. Post-Observation Conference
3. MOY or Mid-Semester
4. End of Year

You are not required to bring anything to the BOY, unless you choose to bring talking points to speak from, administration should date and document all conferences in the 3.5 template that will be uploaded to Frontline using those questions to guide your conversations, at the EOY educators should input a summative statement into 3.5 template, referring to the language of the rubric and reflecting on the students progress throughout the year.

Educators should be prepared to show the progress of a sample (relative to the overall data set) of the students progress from the beginning, middle and end of year and a variety of levels, by bringing student samples/examples to the EOY that show growth or Mastery.



# Embedded Practice Model

STUDENTS- All students, or a class of students with a representative number of abilities OR a targeted sub-group

STANDARDS- One or more content standards essential to the course of study

TIMEFRAME- Year-long or Semester-long

EVIDENCE- Work samples, assessments, projects, student data.

STRATEGIES- Instructional strategies informed by data to meet the needs of all students

EXPECTATIONS-What are the expectations that you have for your students based on your professional experience, data, and observations of your students as learners and what do you want them to know and be able to do by the end of the interval of instruction.



# Considerations

- The embedded model leverages existing work that teachers are already doing everyday within their classrooms when measuring student learning.
- The most important part of this piece of the process is the discussion about data and communication about instructional practices and student outcomes.
- This should be an “organic” and naturally occurring process between professional educators designed to focus on the “coaching” model
- The tone of the discussions should always be supportive and collegial.
- Element 3.5 is 1/35th of the overall effectiveness rating there are over 20 other elements that are student learning focused that also contribute to that rating.
- This is not to be confused or conflated with SLOs, this is not what they were and that is by design.
- Please be sure to document each conversation and note supports and suggestions made by administration in your templates as well.



# Questions or Concerns

Should you have any questions or concerns or if you are being forced to write a paragraph please email me at:

[mcalabro@proteun.org](mailto:mcalabro@proteun.org)

Or call the PTU office

401-413-1245