

**SUU LEAD School Assessment Data  
Mentor Principal Competency Review**

Please copy this template, paste into your Word or Google doc, complete it, get it signed by your Mentor, share with your Internship Coordinator, and upload into Canvas.

Name: **Joseph Wright**  
Year & Semester: **2019, Summer Semester**  
School in which you interned: **Lehi ESY Summer School (Lehi, Utah)**

Analyze school assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments with school staff and with individual teachers.

Review with your Mentor your efforts and activities associated with this artifact. Add to this copy....

- Your description,
- Have your mentor initial after Emerging Effective or Effective below and sign and date,
- Scan this completed, initialed Mentor Evaluation,
- Upload your scanned Mentor Evaluation to the aligned Canvas Assignment.

**Description: 6/11/19, Formative Assessment with Mr. (Redacted)'s class (included before clarification)**

First, Mr. (Redacted) had an engaging discussion with his U.S. History class, after they had previously viewed a bunch of primary source documents. Then, after reviewing those sources, they looked at three different paintings, and analyzed the **biases** and **perspectives** each source had, an important skill to learn when studying history. They thus engaged in **higher-order thinking**, and internalized what perspectives they thought were represented.

Next, the students were asked to put themselves in as the jury, and to decide the fate of Cpt. Preston: Should he be found guilty of murder, or was it self-defense? They had a discussion, but based on the info, most agreed it was something that left him in a tough spot fearing for his life.

Then he asked the class: "Which name is more accurate: **Boston Massacre** or **The Incident on King's Street**? Why?" And this was a good, thoughtful discussion, based on the evidence and interpretation that the students made.

Asked the students to write down how confident in their decisions they felt. I felt like he does a really good job trying to gauge where the students are in their knowledge of the incident, and their depth of understanding of the incident. He also asked the students to self-reflect and consider how the activity taught them about perspective.

Ultimately, he did a great job allowing students to demonstrate their knowledge of the issues leading up to the American Revolution, and this particular activity generating some great discussion among the class. Kids wrote it down, submitted their responses, and then discussion ensued, allowing him to gauge in formative way the student learning and understanding.

**Please describe the process in which you engaged to assess other assessments.**

We have been compiling data via an end-of-block survey, as well as data collected via Skyward, on a number of different data points. This includes **attendance, passing rate, number** of those **attending** summer school, **where** students are coming from (**high schools normally attended**), **who suggested** they **attend** summer school, why they are attending, etc. We created a slideshow to share this data, along with comparisons to last year, which allowed us to see some trends that are occurring, changes since last year or block to block, etc.

Here is a link to that data: <http://bit.ly/Lehi-ESY2019>

We spent a good number of hours compiling the data, making it palatable for presentation, and sharing it with the school board. Currently, Alpine School District spends a lot of money on the ESY (Extended School Year) program, and we consider it good practice to keep all stakeholders apprised of how that money is being used, the effects it has, etc. That data helps keep the district aware of the costs and benefits associated with the program.

**Reflection:**

Ultimately, I really enjoyed the opportunity I had to participate at Lehi ESY this year. The analysis of this data proved an effective use of our time, as it allowed us to compare the efficiency of the program over the two blocks, and compared with last year. I believe that such analysis is critical to continually ensure that the public funds we are entrusted with as educators are utilized in efficient and respectful ways.

I have learned this past year of some charter schools (I teach at one, so this hits home for me) that, due to lack of such oversight, have engaged in unethical and arguably illegal behavior in this way. If we are not frequently assessing our teachers, school functions, etc., then this sort of thing is bound to happen, and we certainly do not want that. Additionally, effective assessment

allows us to know whether our teaching, curriculum, etc. are working or not, and provide us valuable feedback.

As a result of this internship, and my recent work in assessing the results and attitudes of those involved in it, I realize that engaging in such assessments is critical. Whether that is as a teacher in their own classroom, as an admin charged with caring for a school, or even a superintendent in charge of a district, assessment matters. Our students and the public deserve to get the most bang for their tax dollar, and when we assess and evaluate, we can use that data to see what we're doing right, what might be improved, and get valuable feedback on public perception of our efforts.

Hours engaged in the completion of this artifact: 30

[Utah Educational Leadership Standards - 2018](#) - Standard 2.7

Emerging Effective _____	Effective <u>  x  </u>
Seeks to guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	Guides and supports teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
Mentor Signature and Date: <i>Philip Clark / July 18th, 2019</i>	
Intern Signature: <i>Joseph Wright</i>	