

PROCEDURE GUIDE for RASW with INDIVIDUAL STUDENTS

(Revised 9.6.17)

1. Focused Learning Target & Formative Evidence Data	2. Reflective ANALYSIS of Evidence Based on the data (#1c to the left), what questions does the data prompt about the student's learning?	3. Professional Learning Network (PLN) Response What sources or people did you engage and importantly, what purposeful feedback was provided to guide your next step?	4a. Strategy & Data Collection What academic/behavioral strategy will you use, that is DIRECTLY LINKED to the formative data/evidence collected in 1c, that is intended to impact learning outcomes?
1a. Measureable Overarching Goal: The TC must select a measurable goal. This can be from CCSS; IEP; Early Childhood; NAEYC, School; etc.	Everything in this column should address the data you have collected. Look for patterns, thoughts that the data gives rise to and determine what questions the information prompts about the learner's work, habits, needs, inclinations, understandings. Your process should explore patterns of understanding or lack	Who did you talk to about this student and the evidence in #1c? In many cases this will be a cooperating teacher, a colleague, a mentor, research articles, on-line resource, faculty, etc. When this person(s) looked at your data and responded to your questions, how did they you're your analysis of the student's learning need? What feedback was provided? What was asked?	How do you transfer the evidence, analysis and discussion from your PLN into a direction for instruction with this student? What tasks &/or approach will you use in upcoming lessons to impact the identified learning targets for this student? This column articulates the instructional decision

	thereof, etc. about the student's progress on the learning target and be generated from the evidence included in #1c.	What resources were suggested?	you have made and the approach you will use to address the specific learning target and why this is the best choice.
1b. Measurable Lesson Objective—Target for the upcoming interval: Write the specific learning target for the individual lesson that is a sub-set of the standard/goal above (this is a more narrow focus that identifies what students will learn or be able to do at the completion of your next set of lessons this week			4b. A reference to how the student's work / performance will be measured is required.
1c. Evidence gathered relevant to the identified learning target(1b) that will lead to analysis and next steps: Write any RECENT evidence you have gathered about the student that is applicable to the lesson goal/objective articulated in #1b above. For example...progress monitoring outcomes; student work over the past week that provides input for consideration of upcoming learning needs; Info that provides context and/or potential feedback to assist in reflective analysis of student learning issues and ultimately, instructional decisions. Actual student work/performance references are essential evidence for consideration here (required after interval 1); patterns of student progress or errors derived from their actual work are critical pieces of evidence to be used in determining issues, needs and linked strategies.			