

BAM *The Algorithm*

- **Testing drives instruction.**
- **Teachers make a difference; teachers working together make a greater difference.**

I. To create the *BAM* documents, the teachers will do the following:

1. Teachers meet together by grade or subject to work on selected topics/units.
2. Teachers determine what students are to know, recognize, and be able to do within each unit and record those on their SPECIFICATION SHEET.
3. Teachers determine the approximate time (days or weeks) it takes for teachers to teach and students to learn what has been identified on the SPECIFICATION SHEET.
4. Teachers develop an ASSESSMENT BLUEPRINT. A blueprint describes the number and types of questions that should appear on a balanced assessment—not the actual questions.
5. Teacher-made assessments based upon the ASSESSMENT BLUEPRINT will be developed later and placed in an ASSESSMENT NOTEBOOK.
6. The ASSESSMENT NOTEBOOK should contain the SPECIFICATION SHEET, ASSESSMENT BLUEPRINT and TIMEFRAMES.
7. Site administrators should examine these ASSESSMENT NOTEBOOK to determine if the curriculum is balanced and being taught, and if there is consistency, reliability and fairness. For example, would a grade of “B” in one class equate to a “B” in a different teacher’s class?

II. The majority of the staff development time should be used to:

1. Discuss areas in which students traditionally experience difficulty.
2. Share knowledge in content, experiences, resources, and materials to help students learn.
3. Share successful teaching strategies that result in increased student achievement.
4. Consult with specialists—ELL, Special Education, etc.—to help special populations be more successful.
5. Create or identify strategies in areas in which students have difficulty on district, state, and national exams.
6. Review teacher-made assessments for balance, consistency, and fairness based on the ASSESSMENT BLUEPRINT.
7. Identify what changes in instruction must occur to increase student knowledge, understanding, and comfort levels in order to increase student achievement.

Site administrators should monitor these discussions to determine what changes in instructional behavior are identified so they can then be evaluated. The notes of these discussions should also be placed in the ASSESSMENT NOTEBOOK.

After each release day using *BAM*, the minimum acceptable work product is a SPECIFICATION SHEET, TIMEFRAME, ASSESSMENT BLUEPRINT, and notes on how to increase student achievement.

NOTE: It is assumed that teachers have read their district curriculum documents.