

Teacher Effectiveness and Impact on Student Learning: A Case Study of Fairfield
University Graduates
Graduate School of Education and Allied Professions
Fairfield University

Introduction

This mixed-method case study analyzes and interprets data from seven recent graduates of initial certification Master's programs in the Graduate School of Education and Allied Professions (GSEAP) at Fairfield University. The goal is to provide evidence that these new teachers a) impact student learning (CAEP Standard 4.1) and b) are effective teachers (CAEP Standard 4.2). Employer (CAEP Standard 4.3) and Alumni (CAEP Standard 4.4) satisfaction data are also presented here.

This study was necessary when the CT State Department of Education announced it was not able to track graduates of Educator Preparation Programs in the state nor track and associate pupil achievement data with those graduates. Thus, EPPs in CT needed to pursue alternative measures to provide evidence of student learning in graduates' classrooms.

Method

Participants. We invited seven recent graduates to participate. Figure 1 below displays information about teacher-participants.

Figure 1

Participant Gender, Program, and Year Graduated

| Teacher | Gender | Program | Graduated |
|---------|--------|--------------------------|-----------|
| A | M | Secondary Social Studies | 2017 |
| B | F | Secondary English | 2017 |
| C | M | Secondary Math | 2018 |
| D | F | Elementary | 2018 |
| E | F | World Language | 2019 |
| F | M | Secondary Science | 2018 |
| G | F | Special Education | 2017 |

Two of the seven are teachers of color (one African American and one Jamaican American). Six currently teach in area public schools and one teaches in a local Catholic

school. All participants work in different schools and all schools are in different districts.

We also surveyed the principals of each participant. Five of the seven responded; principals of teachers F and G did not respond.

Data and Instruments. Surveys were completed by all seven teachers and five principals. Survey items were designed to align with the Interstate Teacher Assessment and Support Consortium [InTASC] standards that are nationally accepted norms for teacher quality. Responses for both surveys were collected using a 4-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each item also had a Not Applicable response choice. Both surveys also included an opportunity to write comments.

Graduates were asked to respond to how well they were prepared to a teaching task, e.g., provide effective feedback to students. Their principals were asked to assess how well prepared their teachers were to provide feedback to students.

The teacher survey data speak to CAEP Standard 4.4 and the principal survey data speak to Standard 4.2 Teacher Effectiveness as well as Standard 4.4 Employer Satisfaction. Both surveys are included here as Appendices 1 and 2.

Teachers were also interviewed to provide them an opportunity to elaborate on aspects of their preparation and to provide specific actionable feedback for program faculty. Interviews were conducted by current GSEAP graduate assistants. The questions roughly followed the items included in the teacher survey, but graduate assistants were encouraged to take the discussion in whatever direction made sense. The interviews are summarized in the Results section.

All seven teachers provided evidence of student learning and growth (Standard 4.1), which is presented in the Results section and discussed in the Summary.

We intended to observe each participant teaching in his/her classroom but because of

school closures in March 2020 related to COVID19, we could not complete the observations. We planned to evaluate them using the same Student Teaching Evaluation form we used during their student teaching, which would allow to measure growth and make comparisons to that baseline performance. Instead, as an additional measure of teaching effectiveness (4.2), five of the seven teachers provided data regarding their teaching observations and district induction training. The CT State Department of Education requires ([Teacher Education and Mentoring Program](#) – TEAM) school districts to support new teachers by matching them with an experienced mentor, who observes new teachers and provides feedback. Four of the seven teacher-participants provided TEAM reflections on their own teaching and one shared her administrator’s detailed observation notes.

Figure 2 contains the data sources collected in this study mapped to the CAEP standard it addresses.

Figure 2

Data Source and CAEP Standards Directly Addressed

| Data Source | Standards Directly Addressed |
|---|------------------------------|
| Teacher Survey | 4.2, 4.4 |
| Teacher Interviews | 4.2, 4.4 |
| Principal Survey | 4.2, 4.3 |
| Teacher-Provided Artifacts on Student Learning and Growth (SLO) | 4.1 |
| Teacher-Provided TEAM Artifacts | 4.2 |

Results

Teacher Survey. The survey items and results are displayed in Appendix A. Because the survey items measure teachers' self-reported preparedness to plan, teach, assess, etc., in addition to directly addressing Standard 4.4, the survey data indirectly address many components of Standard 1. Figure 3 maps the survey items to elements of Standard 1.

Figure 3

Interview Topics Mapped to InTASC Standards and Elements of CAEP Standard 1 (N = 6)

| CAEP Standard | InTASC Standard | How well did Fairfield University prepare you to.... | Preparedness Percentage |
|---------------|-----------------------------|--|-------------------------|
| 1.1 | Content Knowledge | Explain the content you teach | 50 |
| 1.1 | Instructional Practice | Use different teaching strategies and methods | 100 |
| 1.1, 1.2 | Instructional Practice | Make real world or interdisciplinary connections for your students | 83 |
| 1.4 | Learner and Learning | Improve your students' numeracy and literacy | 50 |
| 1.4 | Professional Responsibility | Collaborate with your students' families | 67 |
| 1.3 | Professional Responsibility | Uphold professional ethics | 33 |
| 1.2 | Professional Responsibility | Engage in relevant PD opportunities | 67 |
| 1.4 | Learner and Learning | Differentiate instruction to different needs | 100 |
| 1.3 | Content Knowledge | Develop appropriate scope and sequence | 67 |
| 1.1 | Instructional Practice | Manage your classroom | 83 |
| 1.1 | Instructional Practice | Address challenging student behavior | 67 |
| 1.1 | Instructional Practice | Create a respectful classroom environment | 67 |
| 1.4 | Learner and Learning | Engage students in critical thinking | 50 |
| 1.4 | Learner and Learning | Use flexible student grouping strategies | 67 |
| 1.4 | Learner and Learning | Use strategies for ELLs | 67 |
| 1.4 | Learner and Learning | Use strategies for students with disabilities | 83 |
| 1.1 | Learner and Learning | Plan instruction around learning standards | 50 |

| | | | |
|-----|-----------------------------|--|-----|
| 1.5 | Instructional Practice | Use data to adjust instruction | 83 |
| 1.5 | Instructional Practice | Use technology to promote deeper learning | 50 |
| 1.1 | Instructional Practice | Provide helpful and timely feedback to students | 67 |
| 4.4 | Professional Responsibility | How well did student teaching prepare you for your first year of teaching? | 100 |

At least six of seven survey respondents Agreed or Strongly Agreed that they were well prepared in content knowledge, to make real-world connections, use inquiry-based strategies, use instructional strategies that effectively improve students' literacy, numeracy and quantitative reasoning skills, and to differentiate instruction. At least six of seven reported they felt well prepared to engage learners to think critically, use scaffolding strategies to support active learning, and teach learners with special needs.

Possible areas for improvement were identified. While six of seven Agreed or Strongly Agreed they were well prepared for classroom management, four disagreed they were well prepared to appropriately address challenging student behavior. Collaborating effectively with families is also a skill that teachers did not feel well prepared to do (two Disagreed and one Strongly Disagreed). Three disagreed they were well-prepared to implement an SRBI framework to address individual learning needs within a classroom and two Disagreed they felt prepared to implement strategies to help ELLs.

In response to the invitation to “provide any additional information you want us to know about your teacher preparation program or experiences,” Teacher D, an elementary educator shared: “The experiences I had during my internship and student teaching as well as the time I spent in schools during my undergraduate career while at Fairfield are what truly prepared me for what I do today. Working with teachers directly instead of being lectured in class are what made me feel ready to work with students.” And Teacher A, who teaches Secondary Social Studies recommended: “Overall my classes were very helpful. I do believe

there needs to be more emphasis on classroom management based on what actually happens in a classroom, not hypothetical,” a sentiment also reflected in the survey responses.

Teacher Interviews. As mentioned, the interview questions followed the topics in the survey, in an open-ended format. For example, a teacher would be asked “Do you feel like the program prepared you to deal with behavior issues in your classroom? Please explain.”

Column 3 in Figure 3 represents the percentage of the interviewed graduates who mentioned that they were well prepared on that topic. All respondents felt that their experiences at Fairfield prepared them to differentiate instruction and provide different teaching methods. Teacher A stated, “The studies, extensive research, and simulated classrooms really gave me great insight into what I would have to do in my career in order to reach all my students and help them be successful.” Teachers believed they were well prepared overall with Teacher C commenting that “[I had] an advantage attending Fairfield University in comparison to many of my coworkers because of how well prepared the graduate courses made me for my career.”

Over half of the respondents expressed they felt well-prepared with classroom management skills and strategies for working with students with special needs. Three commented on the strength of teaching lesson planning at Fairfield. “I always received compliments on job interviews for my extensive lesson plans because the Fairfield professors had us complete such descriptive plans.” The emphasis on cultural competency training and modern data and technology skills were particularly important. Teacher B commented on the usefulness of being exposed to the application of progress monitoring data. “I felt prepared to administer, analyze and apply data results to best benefit my students.” Overall, those interviewed felt that their Fairfield education set them apart from other educators in feeling more prepared and well rounded. “I have been told that I present as someone who has been in this field for many years so early on in my career, and I feel that I absolutely owe that to

Fairfield University.”

Not all interviews covered all topics so we caution against reading too much into the results. In most respects, though, interview data corroborate and affirm the survey data. One area that warrants further reflection is Ethics. Only two interviewees mentioned feeling prepared to uphold professional ethics.

Principal Survey. The survey items and results are displayed in Appendix B. All of the principals of the seven teacher participants were invited to complete the survey; five responded. The items were the same as the Teacher Survey, asking the principals if she/he agreed that “to what extent do you agree that this teacher was prepared to effectively do the following?” The results were quite positive. All administrators either agreed or strongly agreed with every item. The two areas where their agreement was weakest mirrored the Teacher Survey responses: Implementing an SRBI framework to address individual learning needs within a classroom and using strategies to support English Language Learners.

In response to the invitation to “provide any additional information” the principal of elementary Teacher D wrote, “I have been a school administrator for over 25 years and worked with many teachers during this time. Teacher D is by far among the best young teacher I have supervised. Kudos to Fairfield University for preparing her so well and send me more like [her]!” The principal of Teacher C (secondary Math) wrote: “[He] is an asset to [our school]. He has demonstrated a consistency in being reliable on several levels.”

Student learning. We requested each participant to submit evidence of student learning and student growth over time, which is summarized in Figure 4. All but Teacher A submitted evidence.

Figure 4

Artifacts to Demonstrate Student Learning and Growth

| Teacher | SLOs, Artifacts, Evidence |
|---------|--|
| B | Student growth iReady Reading data comparing Fall '19 to Winter '20 for students in her five high school English classes. Across all 96 students, the average gain was 3.9, meaning that, on average, their reading skill is progressing more rapidly than their grade level peers |
| C | Traditional SLO data aren't available or always useful for C, a Math teacher in an alternative high school. "I work at an alternative education high school, where many students were sent here for behavior issues, truancy problems, and academic issues, so setting up a classroom management plan is difficult, but all the more important. I gradually give students harder problems to work on. As they gain success with the easier problems, I would praise their efforts and give them another problem to try one that was slightly harder. I would again praise the students' efforts. I noticed that this method helped give students confidence that they can work on harder problems. I noticed that test scores raised a half letter grade on average after I began using these strategies." |
| D | <ul style="list-style-type: none"> • Developmental Reading Assessment scores for her thirteen 2nd graders, indicated an increase from 20.7 at the end of 1st grade to 24.3 at the end of September to 26.8 by the end of February 2020 • Language Arts Diagnostics report showed an improvement from 947 for the period 8/28/19 -- 11/15/19 to 963 for the period 11/17/19 – 1/17/20 • Mathematics Diagnostics report for the same period showed an improvement from 857 to 902, an improvement of 43 points. Twelve of the 13 students showed growth • Reading Diagnostics report for the same period showed an improvement from 971 to 1030, an improvement of 59 points. Every student showed growth |
| E | <p>The SLO shared by Teacher E was for:</p> <p><i>70% of her 8th grade students will be able to effectively utilize language structures to write an email to a pen pal in order obtain and provide and important/pertinent information about themselves and others in French.</i></p> <p>She assessed as follows:</p> <ul style="list-style-type: none"> • Using the District Common World Language Writing Prompt from ACTFL and Writing Rubric, 14 students demonstrated the ability to |

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|---|---|
| | <p>utilize languages structures such as: gender and number/ agreement and subject and verb agreement to create simple sentences that can be understood by others, by moving one level to the next level of performance range</p> <ul style="list-style-type: none"> • 14 students showed improvement in the ability to recall, apply, and spell the vocabulary used from grades 6-8 to address the required topics such as: greetings, family, friends, preferences, and school to communicate in writing with accuracy, by moving one level to the next level of performance range • 14 students showed gradual improvement in the ability to complete the essay in its entirety in a comprehensible manner, by moving one level to the next level of performance range. |
| F | <p>High school science Teacher F shared three SLOs and assessment data:</p> <ul style="list-style-type: none"> • <i>Students who are in both my Biology and Ecophysiology classes will increase test scores in both from an average of 43% (September, 2019) to an average of 75% (May, 2020).</i> Students scored an average of 77% on the Biology final administered in February 2020. The Ecophysiology final hadn't been administered at the time of this case study. • <i>The scientific literacy of students in both my Biology and Ecophysiology classes will increase from an initial average of 62% (September, 2019) to 80% (April, 2020). If students are already at the 80% mark for lab reports, they will maintain this average or increase to 90% by the final lab report (May, 2020).</i> Average score of lab reports as of January 3, 2020 was 88% • <i>100% of students in both my biology and ecophysiology classes will enhance their use of a compound light microscope from not knowing how to use a microscope (November, 2019) to fully understanding how the microscope works and how to use it properly in order to observe microscopic samples (May, 2020).</i> In the microscopy practical on 11/8/19, 6 of 32 (19%) students of students passed. In the 1/25/20 microscopy practical, 14 or 32 (44%) students passed. All students improved. |
| G | <p>Provided three years of SLO progress and end of year reflections. She works with a group of 6-7 learners with special needs. Here are two of her SLOs for 2019-2020:</p> <ul style="list-style-type: none"> • <i>Maintain or decrease the amount of emotional regulations by 2 over the course of the year.</i> She reported a decrease of 16 emotional regulations. "All of my students saw improvement and increased their time in the classroom and increased the use of strategies instead of taking time away. Given our improved relationships, the necessity for time out of the classroom decreased given students improved ability to receive feedback and redirection from staff as well as maintain focus." • <i>Students will increase their Fountas and Pinnell benchmarks by one reading level.</i> |

| | |
|--|---|
| | <p>Three students improved one level and four others remained the same or were moved out of her class.</p> <p>The full anonymized SLO report for Teacher G is included in Appendix 3.</p> |
|--|---|

Observations and Reflections on Teaching. In Figure 5, we summarize the observations of our graduate-participants conducted by their administrators and/or collaborations with their [TEAM](#) trained mentors. TEAM aligns exactly with the CT Common Core of Teaching. Five participants provided TEAM artifacts or similar teacher evaluation data.

Figure 5

TEAM Reflections and Observations of Participants

| Teacher | Artifacts and Evidence |
|---------|---|
| C | Teacher B submitted her certificate of completion the first TEAM Module (1 of 5), which certifies that she thoughtfully planned and executed actions to address three criteria: Development of New Learning, Impact on Practice, and Impact on Students. |
| D | Teacher D did not supply data or evidence of her effectiveness as a teacher, but we do have the testimony offered by her principal on her survey. “I have been a school administrator for over 25 years and worked with many teachers during this time. Teacher D is by far among the best young teacher I have supervised. Kudos to Fairfield University for preparing her so well and send me more like [her]!” |
| E | <p>Provided a thorough teacher evaluation based on the CT Common Core of Teaching indicators, performed by her direct administrator. He rated her Proficient or Exemplary on all Indicators observed. Here is a sample of the feedback he provided:</p> <ul style="list-style-type: none"> • Rotates around the room, speaking in French, monitoring student progress on the Do Now. She gives check or credit once complete, with verbal praise • Walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French • All stations have students speaking to each other about the task. 13 students in total, none of them off task. • Interactions in the classroom are consistently positive. Student diversity is used to enrich learning experiences and appropriate expectations for learning are established and reinforced. Students are encouraged to respectfully challenge and questions their peers and teacher. Behavioral expectations are established and reinforced. Students have the capacity to execute transitions and routines with fidelity and do so in a way that maximizes instructional time. • Overall assessment: Literacy strategies are integrated throughout and content accuracy helps extended student learning. Instructional purpose is clear and allows for a purposeful and appropriate |

| | |
|---|---|
| | <p>progression of learning. Instruction is adjusted as necessary. Specific and actionable feedback is given as a result of student monitoring and students have the opportunity to self-assess and provide feedback to peers and the teacher. Specific and measurable criteria and are also established. A diversity of tools, strategies, tasks, questions, and groupings gives students the opportunity to establish independence as learners. One area of growth is to continue to increase the amount of student voice in the classroom. This is executed well already, but the class is primed to continue to establish even more independence in the process. Continue that work!</p> <p>The full anonymized observation report for Teacher E is included in Appendix 4.</p> <p>Teacher E also provided the email confirmation of her successful completion of TEAM Module 1.</p> |
| F | <p>Teacher F reflected on completed TEAM module 4 with his mentor on that module’s goal to address Indicator 1 (use multiple measures to analyze student performance and to inform subsequent planning and instruction by providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning). His goal to address this was to research and develop a system to provide clear feedback to students on formative and summative assessments.</p> <p>“I read through each student’s work and left positive and constructive feedback for each student. After returning all of the Webquests, I asked how many students actually looked through the feedback that I had provided and only 15% of students said that they did actually read or at least looked through the feedback that I had provided.”</p> <p>Teacher F and his mentor worked out a more effective way to get students to read his feedback.</p> <p>The full anonymized reflection for Teacher F is included in Appendix 5.</p> |
| G | <p>On 4/12/19, Teacher G reflected on completed TEAM module 4 and reflected on that module’s goal: “Through the use of formative and summative assessment, I will vary my assessment methods and tailor my instruction to better meet the needs and learning profiles of my students.” Her TEAM mentor reviewed and approved the specific actions she outlined to address the three key areas: Development of New Learning, Impact on Practice, and Impact on Students.</p> |

Implications

This case study reported data on seven program completers from seven different initial preparation programs in GSEAP. Here we present the findings organized by CAEP standard.

Impact on P-12 learning and development (CAEP Standard 4.1). In Figure 4, we presented evidence of student learning gains over time provided by six of our teacher participants. Six different learning domains were represented.

- Elementary students improved literacy skills
- Learners with special needs developed better emotional control
- High school students learned Biology, English, and Math
- Middle school students learned to use French language structures and improved their vocabulary.

Teaching effectiveness (CAEP Standard 4.2). Figure 5 includes evidence of teaching effectiveness presented by five of our graduates. Several provided TEAM reflections developed with their mentors and one submitted a teaching evaluation prepared by their principal. In all cases, there was evidence of reflection, planning and actionable goals and feedback to improve teaching.

The Principal surveys also provided evidence of teaching effectiveness of the graduates. The five respondents rated their respective teachers very highly. Likewise, the teacher surveys and interviews also provide insights into their ability to plan and teach effectively.

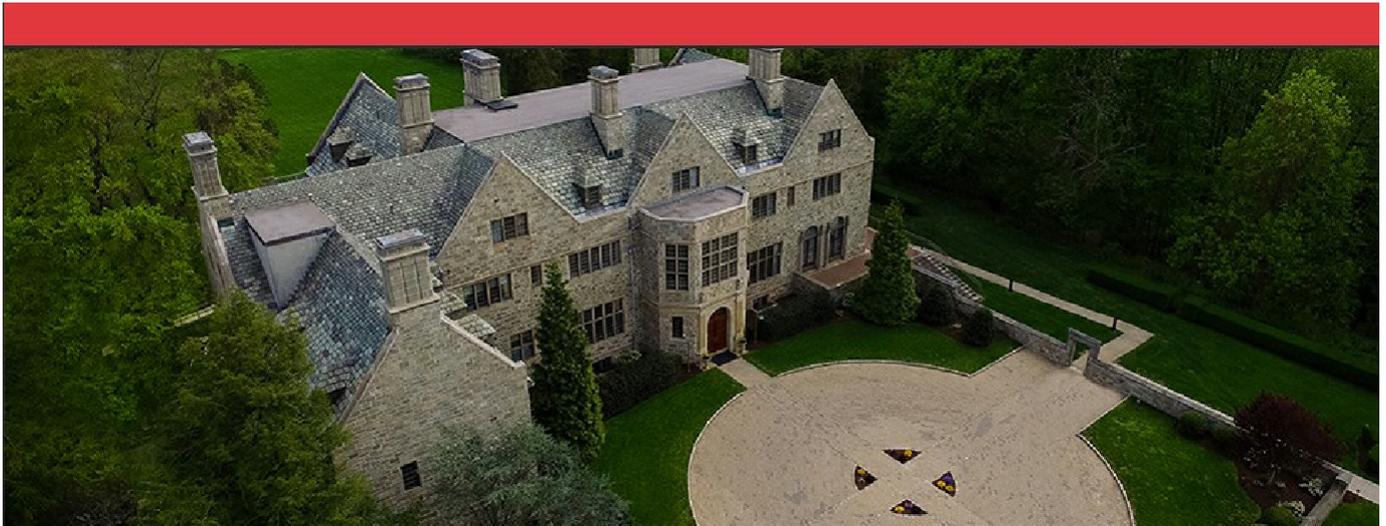
Employer satisfaction (CAEP Standard 4.3). The survey responses from the five employers (principals) and two open comments were very positive and indicate a high level of satisfaction with the performance of our graduates.

Completer satisfaction (CAEP Standard 4.4). Teacher survey and interview data reveal a high level of satisfaction in their preparation across all of the InTASC standards.

In terms of lessons learned and implications for our preparation programs, there are a number of patterns that emerge. Teachers indicated they felt less prepared to implement an SRBI framework strategies and to support English Language Learners. Classroom management, particularly behavioral issues, is another area our program faculty will examine. Finally, working closely with families emerged as a possible weakness.

The findings will be presented at the next data retreat in June 2020 to discuss possible program changes.

The CSDE is piloting a statewide Data Dashboard for all EPPs on June 24, 2020 2020 (mentioned in our 2020 Annual Report), which will help us moving forward.



GSEAP Alumni Survey 2020

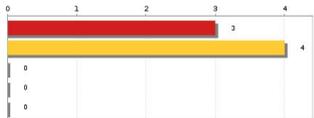
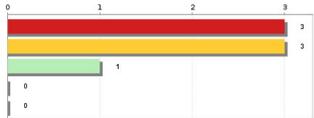
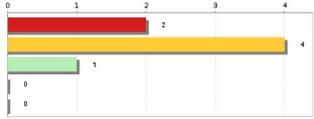
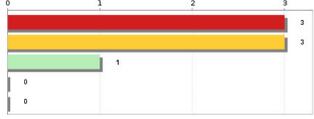
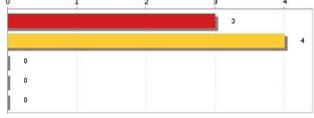
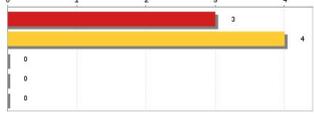
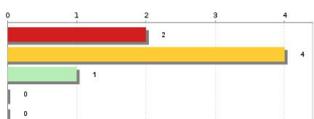
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|------------------------|--|--|----------------|
| First name: | | | 7 |
| Last name: | | | 7 |

Statistics based on 7 respondents;

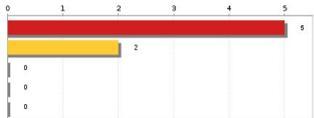
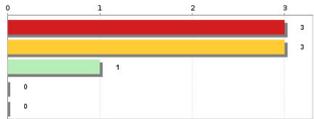
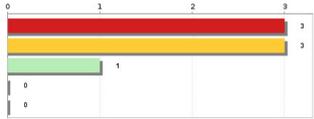
| Please select your program | | | | Response percent | Response total |
|---------------------------------------|--|--|--|------------------|----------------|
| Elementary Education | | | | 14.29% | 1 |
| Secondary Education- English | | | | 14.29% | 1 |
| Secondary Education- Social Studies | | | | 14.29% | 1 |
| Secondary Education- Science | | | | 14.29% | 1 |
| Secondary Education- Math | | | | 14.29% | 1 |
| Teaching English as a Second Language | | | | 0% | 0 |
| World Languages | | | | 14.29% | 1 |
| Special Education | | | | 14.29% | 1 |

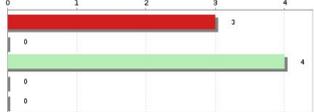
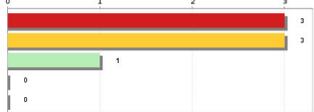
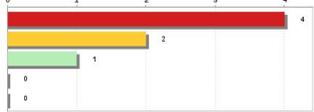
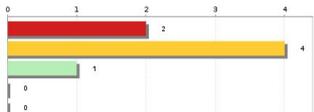
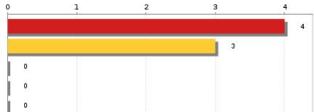
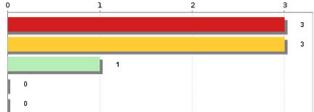
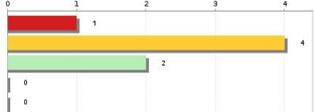
Statistics based on 7 respondents;

| In regards to your professional teaching, to what extent did your program coursework and clinical experiences prepare you to: | | | | | | | Response total |
|---|--------------------|---------------|---------------|-----------------------|--------------------|--|----------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable | | |
| Develop an understanding of the content knowledge you teach. | 28.57% (2) | 57.14% (4) | 14.29% (1) | 0% (0) | 0% (0) | | 7 |
| Make content meaningful to students through a variety of strategies including explanation, modeling, representations, and examples. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) | | 7 |

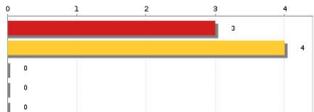
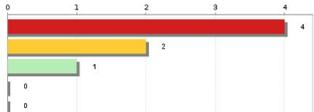
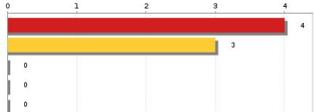
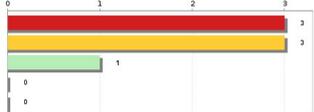
| | | | | | | | |
|--|---------------|---------------|---------------|---------------|-----------|---|----------|
| Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline. | 42.86% (3) | 57.14% (4) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Foster real-world and/or cross-curricular connections with your content | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Using inquiry-based strategies. | 14.29% (1) | 71.43% (5) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use instructional strategies that effectively improve students' literacy skills in content/subject areas. | 28.57% (2) | 57.14% (4) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use instructional strategies that effectively improve students' numeracy and quantitative reasoning skills. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Collaborate effectively with colleagues to support student learning and growth. | 42.86% (3) | 57.14% (4) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Collaborate effectively with families to support student learning and growth. | 28.57% (2) | 28.57% (2) | 28.57% (2) | 14.29% (1) | 0% (0) |  | 7 |
| Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interactions with students. | 42.86% (3) | 57.14% (4) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Engage in relevant professional learning opportunities. | 28.57% (2) | 57.14% (4) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |

Statistics based on 7 respondents;

| Select the degree to which you feel your preparation program coursework and clinical experiences prepared you to: | | | | | | | |
|--|---|---|---|---|--|---|----------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable | | Response total |
| |  |  |  |  |  | | |
| Plan for differentiated instructions, including modifications and accommodations in anticipation of student learning needs. | 71.43% (5) | 28.57% (2) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Develop an appropriate scope and sequence for units and lessons based on a logical and purposeful progression at an appropriate level of challenge for students. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |

| | | | | | | | |
|--|---------------|---------------|---------------|-----------|-----------|---|----------|
| Use effective strategies to appropriately address challenging student behavior. | 42.86% (3) | 0% (0) | 57.14% (4) | 0% (0) | 0% (0) |  | 7 |
| Create a cognitively engaging classroom environment that promotes critical thinking. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Create a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds (e.g. racial, cultural, linguistic, or economic) and performance levels including students with disabilities, gifted students, and English Language Learners. | 57.14% (4) | 28.57% (2) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use flexible grouping strategies as appropriate to foster meaningful student interaction and engagement with the content. | 28.57% (2) | 57.14% (4) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Provide scaffolding that supports all students' active participation in the learning activities. | 57.14% (4) | 42.86% (3) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Understand and implement a scientific research-based intervention (SRBI) framework to address individual learning needs within a classroom. | 28.57% (2) | 28.57% (2) | 42.86% (3) | 0% (0) | 0% (0) |  | 7 |
| Use effective strategies to teach students with disabilities. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use effective strategies to teach English Language Learners. | 14.29% (1) | 57.14% (4) | 28.57% (2) | 0% (0) | 0% (0) |  | 7 |

Statistics based on 7 respondents;

| Select the degree to which you feel your preparation program coursework and clinical experiences prepared you to: | | | | | | | |
|---|---|---|---|---|---|---|----------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable | | Response total |
| |  |  |  |  |  | | |
| Use student academic standards to guide planning and instruction. | 42.86% (3) | 57.14% (4) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Know how to adjust instruction when students are exceeding or not achieving learning objectives. | 57.14% (4) | 28.57% (2) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |
| Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas. | 57.14% (4) | 42.86% (3) | 0% (0) | 0% (0) | 0% (0) |  | 7 |
| Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) |  | 7 |

| | | | | | | | |
|--|---------------|---------------|---------------|-----------|-----------|--|----------|
| Use summative assessments to identify students' achievement or progress based upon predetermined criteria. | 42.86% (3) | 42.86% (3) | 14.29% (1) | 0% (0) | 0% (0) | | 7 |
| Use assessment data to plan for future instruction. | 57.14% (4) | 28.57% (2) | 14.29% (1) | 0% (0) | 0% (0) | | 7 |
| Make informed judgements about student performance based on the results of an assessment. | 57.14% (4) | 42.86% (3) | 0% (0) | 0% (0) | 0% (0) | | 7 |
| Provide effective, specific, and timely feedback that helps students improve their performance. | 57.14% (4) | 28.57% (2) | 14.29% (1) | 0% (0) | 0% (0) | | 7 |

Statistics based on 7 respondents;

Please provide any additional information you want us to know about your teacher preparation program or experiences.

| | | |
|--|--|----------------|
| | | Response total |
| | | 2 |



Survey for Principals or Administrators-Anonymous

| Respondant Information | | | |
|------------------------|--|--|----------------|
| | | | Response total |
| First Name | | | 5 |
| Last Name | | | 5 |

Statistics based on 5 respondents;

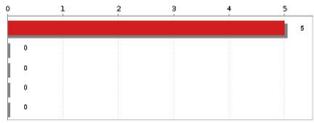
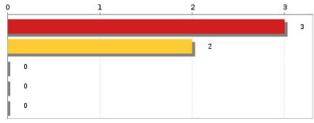
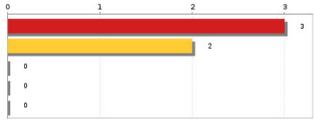
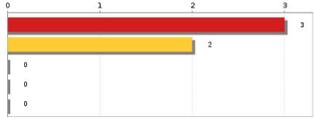
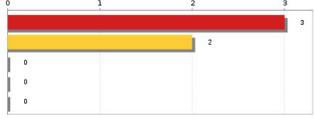
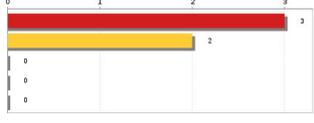
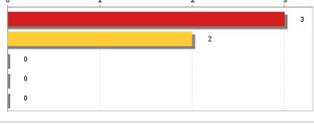
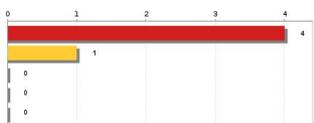
| Please enter the name of the teacher you are evaluating | | | |
|---|--|--|----------------|
| | | | Response total |
| Teacher's name | | | 5 |

Statistics based on 5 respondents;

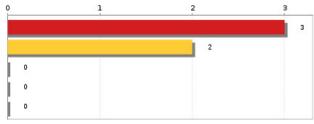
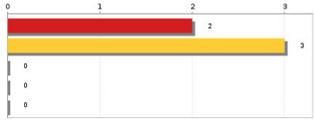
| Please select the teacher's program of study | | | |
|--|--|------------------|----------------|
| | | Response percent | Response total |
| Elementary Education | | 20% | 1 |
| Secondary Education- English | | 20% | 1 |
| Secondary Education- Social Studies | | 20% | 1 |
| Secondary Education- Science | | 0% | 0 |
| Secondary Education- Math | | 20% | 1 |
| Teaching English as a Second Language | | 0% | 0 |
| World Languages | | 20% | 1 |
| Special Education | | 0% | 0 |

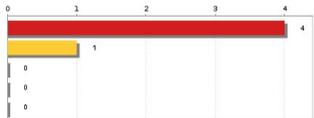
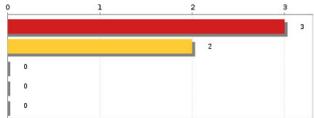
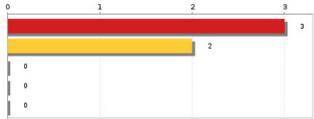
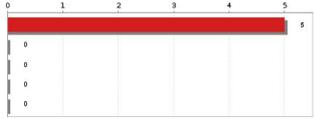
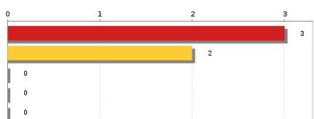
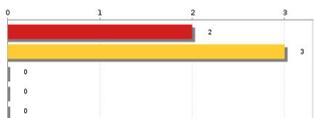
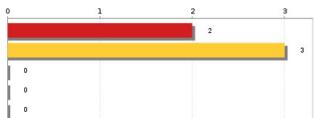
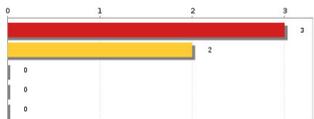
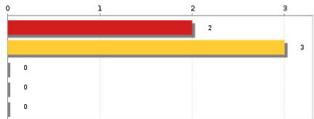
Statistics based on 5 respondents;

| To what extent do you agree that this teacher was prepared to effectively do the following: | | | | | | | |
|---|----------------|---------|----------|-------------------|----------------|--|----------------------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable | | |
| | | | | | | | |
| Develop an understanding of the content knowledge they teach. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) | | Response total 5 |

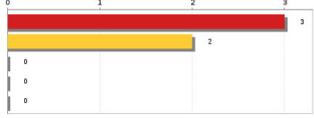
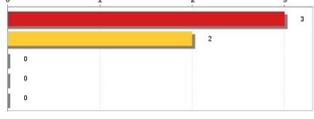
| | | | | | | | |
|--|-------------|------------|-----------|-----------|-----------|---|----------|
| Make content meaningful to students through a variety of strategies including explanation, modeling, representations, and examples. | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Select the most effective content-specific teaching methods and practices that appropriately challenge students in the work of the discipline. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Foster real-world and/or cross-curricular connections with the content | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use inquiry-based strategies. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use instructional strategies that effectively improve students' literacy skills in content/subject areas. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use instructional strategies that effectively improve students' numeracy and quantitative reasoning skills. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Collaborate effectively with colleagues to support student learning and growth. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Collaborate effectively with families to support student learning and growth. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Understand and uphold professional ethics (Code of Professional Responsibility), policies, and legal codes of conduct and understand the professional boundaries for interactions with students. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Engage in relevant professional learning opportunities. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |

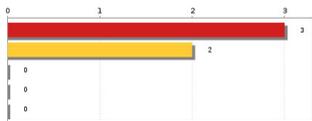
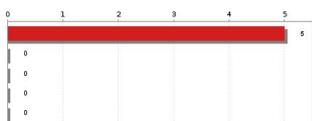
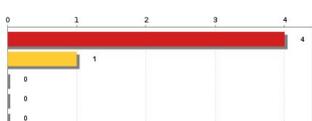
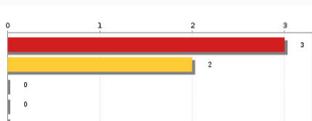
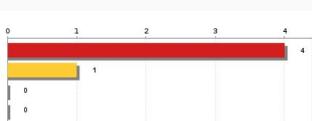
Statistics based on 5 respondents;

| To what extent do you agree that this teacher was prepared to effectively do the following: | | | | | | | |
|--|---|---|---|---|--|---|----------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Applicable | | Response total |
| |  |  |  |  |  | | |
| Plan for differentiated instruction, including modifications and accommodations in anticipation of student learning needs. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Develop an appropriate scope and sequence for units and lessons based on a logical and purposeful progression at an appropriate level of challenge for students. | 40% (2) | 60% (3) | 0% (0) | 0% (0) | 0% (0) |  | 5 |

| | | | | | | | |
|---|-------------|------------|-----------|-----------|-----------|---|----------|
| Use effective classroom management strategies that foster a safe and supportive learning environment and establish appropriate standards and norms for behavior. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use effective strategies to appropriately address challenging student behavior. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Create a cognitively engaging classroom environment that promotes critical thinking. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Create a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds (e.g racial, cultural, linguistic, or economic) and performance levels including students with disabilities, gifted students, and English Language Learners. | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use flexible grouping strategies as appropriate to foster meaningful student interaction and engagement with the content. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Provide scaffolding that supports all students' active participation in the learning activities. | 40% (2) | 60% (3) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Understand and implement a scientific research-based intervention (SRBI) framework to address individual learning needs within a classroom. | 40% (2) | 60% (3) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use effective strategies to teach students with disabilities. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use effective strategies to teach English Language Learners. | 40% (2) | 60% (3) | 0% (0) | 0% (0) | 0% (0) |  | 5 |

Statistics based on 5 respondents;

| To what extent do you agree that this teacher was prepared to effectively do the following: | | | | | | | |
|---|---|--|---|--|--|---|----------------|
| | Strongly Agree  | Agree  | Disagree  | Strongly Disagree  | Not Applicable  | | Response total |
| Use student academic standards to guide planning and instruction. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Know how to adjust instruction when students are exceeding or not achieving learning objectives. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use a variety of technologies as appropriate to promote deeper exploration and learning in the content areas. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |

| | | | | | | | |
|---|-------------|------------|-----------|-----------|-----------|---|----------|
| Use a variety of formative methods aligned to learning objectives to assess what students are learning and adjust instruction during and between lessons. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use summative assessments to identify students' achievement or progress based upon predetermined criteria. | 100% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Use assessment data to plan for future instruction. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Make informed judgements about student performance based on the results of an assessment. | 60% (3) | 40% (2) | 0% (0) | 0% (0) | 0% (0) |  | 5 |
| Provide effective, specific, and timely feedback that helps students improve their performance. | 80% (4) | 20% (1) | 0% (0) | 0% (0) | 0% (0) |  | 5 |

Statistics based on 5 respondents;

Please provide any additional information you want us to know about this teacher's preparation program or experiences.

| | | |
|--|--|----------------|
| | | Response total |
| | | 2 |

Appendix 3. Teacher G SLO

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|--------------------|------------------|--------------------|--------------------|--------------------------|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|---|------------------|--------------------|--------------------|---|-------------------------|----------------------|--|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Teacher: Parent Feedback (10%) | | | | APPROVED | | | |
| EVALUATION PROCESS: 2019-2020 Category 1 (Regular Ed., Spec. Ed., Speech Path.) | | | | PRIMARY EVALUATOR: Dawson, Jaime | | | |
| SCHOOL | | | GRADE | | CONTENT AREA | | |
| | | | SPEC ED | | Special Education | | |
| Principals and teachers should review parent survey results at the beginning of the school year to identify areas for improvement and set general parent engagement goals based on the survey results. After school-level goals have been set, you and your evaluator will collaborate to determine one parent-related goal to pursue. | | | | | | | |
| Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. | | | | | | | |
| Parent Feedback Goal | | | | | | | |
| 85% of returned parent surveys will rate question #4, (how satisfied are you with the communication from TDP staff regarding your child's functioning at school) a 4 or a 5. | | | | | | | |
| Rationale for Parent Feedback Goal | | | | | | | |
| In order to create a more effective, collaborative relationship with families and caregivers and in an effort to create a more appropriate, comprehensive approach to a student's education, we must work to maintain and improve communication with families and caregivers is crucial. | | | | | | | |
| Measuring Growth/ Improvement Related to Goal: Determine how you will measure growth/improvement towards to your goal. There are two ways you can measure and demonstrate progress on your growth targets. You can choose to measure how successfully you implement a strategy to address an area of need, and/or you can collect evidence directly from parents to measure parent-level indicators you generate. For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal. | | | | | | | |
| We will measure growth and improvement based on returned surveys and tallied results. Clinical, teaching staff and related service staff will remain in regular touch with families and outside providers, i.e. notes home, parent meetings, phone calls and emails. As well as, clear communication of overall functioning in PPT meetings and quarterly report cards. | | | | | | | |
| Component Action Steps / Evidence of Progress and/or Next Steps | | | | | | | |
| ACTION STEP | | | | | ORDER BY | DATE CREATED | |
| Increase family and caregiver communication via email and phone calls. | | | | | 1 | 10/15/2019 6:55 PM | |
| Attend family events throughout the year | | | | | 2 | 10/15/2019 6:55 PM | |
| Component Reflection | | | | | | | |
| REFLECTION TYPE | QUESTION | | REFLECTION | | CREATED BY | DATE CREATED | |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|-------------------------------------|------------------|--------------------|--|--------------------------|---|----------------------|---------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Aligned Standards | | | | | | | |
| DOCUMENT TITLE | | STATE | DOCUMENT SUBJECT | | TOPIC DESCRIPTION | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.a. : Creating a positive learning environment that is responsive to and respectful of the learning needs of students. | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.b.: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 4.c.: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | | |
| Aligned Rubrics | | | | | | | |
| RUBRIC | DOMAIN | | | INDICATOR | | | |
| <i>No records to display.</i> | | | | | | | |
| Attached Evaluator Evidence | | | | | | | |
| Document | Type | Description | | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | | |
| Attached Evidence | | | | | | | |
| Document | Type | Description | | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | | |
| View Comments | | | | | | | |
| Comment | | | | Status | Created by | Date Created | |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|--|------------------|--------------------|--------------------|---|-------------------------|----------------------|---------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Teacher: Performance and Practice (40%) | | | | APPROVED | | N/A | |
| EVALUATION PROCESS: 2019-2020 Category 1 (Regular Ed., Spec. Ed., Speech Path.) | | | | PRIMARY EVALUATOR: Dawson, Jaime | | | |
| <i>SCHOOL</i> | | | <i>GRADE</i> | | <i>CONTENT AREA</i> | | |
| | | | SPEC ED | | Special Education | | |
| <p>Teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching. These goals provide a focus for the observations and feedback conversations. They should be based on relevant student learning data, a self-assessment of performance and practice relative to the CCT Rubric for Effective Teaching, feedback from your primary evaluator, and previous professional development and survey data.</p> <p>The focus area should have a clear link to improving student achievement and/or building school community and culture. They should also move teachers toward Proficient or Exemplary on the CCT Rubric for Effective Teaching. The plan should anchor and be responsive to professional growth conversations throughout the year.</p> <p>Instructions: At least one focus area is required.</p> | | | | | | | |
| Performance and Practice Focus Area | | | | | | | |
| Through continued discussions and frequent check-ins as well as updates, I will work to improve my working relationship and collaboration with support staff, related services, clinical staff and fellow middle school teachers to improve and enhance the education of all aspects of my students throughout the middle school. | | | | | | | |
| Rationale | | | | | | | |
| Maintaining open lines of communication and frequent discussions of situations will enhance the ability of all staff working with my homeroom students and the other middle school students to better address all of the needs of the students we come into contact with throughout the day and year. It will create a more comprehensive, appropriate approach to the education of our students. | | | | | | | |
| Component Action Steps / Evidence of Progress and/or Next Steps | | | | | | | |
| ACTION STEP | | | | | | ORDER BY | DATE CREATED |
| Discuss student needs to with fellow middle school teachers, clinical staff, related services and support staff | | | | | | 1 | 10/15/2019 7:54 PM |
| Collaborate to problem solve for student needs with fellow middle school teachers, clinical staff, related services and support staff | | | | | | 2 | 10/15/2019 7:54 PM |
| Component Reflection | | | | | | | |
| REFLECTION TYPE | QUESTION | | REFLECTION | | | CREATED BY | DATE CREATED |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|-------------------------------------|------------------|--------------------|--|--------------------------|---|----------------------|---------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Aligned Standards | | | | | | | |
| DOCUMENT TITLE | | STATE | DOCUMENT SUBJECT | | TOPIC DESCRIPTION | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.a. : Creating a positive learning environment that is responsive to and respectful of the learning needs of students. | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 4.a.: Engaging in continuous professional learning to impact instruction and student learning. | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 4.b.: Collaborating to develop and sustain a professional learning environment to support student learning. | | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 4.c.: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | | |
| Aligned Rubrics | | | | | | | |
| RUBRIC | DOMAIN | | | INDICATOR | | | |
| <i>No records to display.</i> | | | | | | | |
| Attached Evaluator Evidence | | | | | | | |
| Document | Type | Description | | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | | |
| Attached Evidence | | | | | | | |
| Document | Type | Description | | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | | |
| View Comments | | | | | | | |
| Comment | | | | Status | Created by | Date Created | |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|--|------------------|--------------------|-------------------------------------|---|-------------------------|---|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Teacher: Student Growth and Development (22.50%) | | | | APPROVED | | |
| EVALUATION PROCESS: 2019-2020 Category 1 (Regular Ed., Spec. Ed., Speech Path.) | | | | PRIMARY EVALUATOR: Dawson, Jaime | | |
| <i>SCHOOL</i> | | | <i>GRADE</i> | | | <i>CONTENT AREA</i> |
| | | | SPEC ED | | | Special Education |
| <i>#ofstudentsyouareteaching:</i> | | | <i>#ofstudentscoveredbythisSLO:</i> | | | <i>% of students covered by this SLO:</i> |
| 7 | | | 4 | | | 57.1 |
| <p>Teachers are asked to develop two (2) Student Learning Objectives.</p> <p>A Student Learning Objective (SLO) should be a broad goal for student learning. It should reflect high expectations for student learning and should be aligned to relevant state, national (e.g. Common Core), and/or district standards</p> <p>An Indicator of Academic Growth and Development (IAGD) is a measure you use to determine success in achieving the SLO.</p> <p>If you teach in a state-tested grade and/or subject, or if your students are assessed through another standardized measure, one SLO must be based on standardized IAGDs and will account for 22.5% of your final rating. Your second SLO, which will account for an additional 22.5% of your final rating, is based on a minimum of one non-standardized IAGD and a maximum of one additional standardized IAGD. If your students are not assessed through any standardized measure, both SLOs can be based on non-standardized IAGDs.</p> <p>Each SLO must have at least one IAGD. Multiple IAGDs may be used but are not required.</p> <p style="text-align: center;">SLO Development Guide</p> | | | | | | |
| SLO Focus Statement * What is the expectation for student improvement related to school improvement goals? | | | | | | |
| Maintain or decrease the amount of emotional regulations by 2 over the course of the year. | | | | | | |
| Baseline – Trend Data * What data were reviewed for this SLO? * How does the data support the SLO? | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|---|------------------|--------------------|--------------------|--------------------------|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| <p>BZ: 18 emotional regulations</p> <p>AP: 0 emotional regulations</p> <p>BR: 24 emotional regulations</p> <p>JW: 0 emotional regulations</p> <p>SE: 4 emotional regulations IS:</p> <p>5 emotional regulations BD: 1</p> <p>emotional regulation</p> <p>I have a number of students who are out of the classroom frequently which impedes their ability to learn and access the curriculum and social learning experiences. I would like to either maintain since two students have no emotional regulations and one student has one or decrease by two for those students who have a higher amount.</p> | | | | | | |
| Student Population * Who are you going to include in this objective? * Why is this target group/class selected? | | | | | | |
| I am including all of my students as I would like all of them to maximize the amount of time they are in the classroom and utilizing strategies to stay in the classroom but it primarily targets four students who take a good amount of emotional regulations outside of the classroom during academic and social periods. | | | | | | |
| Standards and Learning Content *What are the standards connected to the learning content? | | | | | | |
| CCT Domain 1: 1a., 1 b. and 1c.; CCT Domain 2: 2b; CCT Domain 4: 4a., 4b. and 4c | | | | | | |
| Interval of Instruction *What is the time period that instruction for the learning content will occur? | | | | | | |
| The efforts to decrease emotional regulations will be ongoing throughout all periods of the day. | | | | | | |
| Assessments * How will you measure the outcome of your SLO? | | | | | | |
| I will continue to monitor the amount of emotional regulations students are taking throughout the year and comparing them to the amount they are currently at at the end of the first quarter. | | | | | | |
| Instructional Strategies/Supports * What methods will you use to accomplish this SLO? * How will progress be monitored? * What professional learning/supports do you need to achieve this SLO? | | | | | | |
| I will work to adapt academic and social situations to better fit the needs of students, remove and work with student triggers to the best of my ability, work to find strategies that are beneficial for students and celebrate successes to improve student self-esteem and confidence in stressful situations whether academic or social. | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|---|--|--------------------|--------------------|--------------------------|-------------------------|----------------------|--|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Performance Measures | | | | | | | |
| TYPE OF INDICATOR | IAGD | | | | IAGD WEIGHT | IAGD SCORE | |
| NON-STANDARDIZED | Based on pre- and post-baseline data, students will maintain or decrease emotional regulations by 2. | | | | | | |
| Baseline | | | | | | | |
| <p>BZ: 18 emotional regulations</p> <p>AP: 0 emotional regulations BR:</p> <p>24 emotional regulations JW: 0</p> <p>emotional regulations SE: 4</p> <p>emotional regulations IS: 5</p> <p>emotional regulations BD: 1</p> <p>emotional regulation</p> | | | | | | | |
| Component Action Steps / Evidence of Progress and/or Next Steps | | | | | | | |
| ACTION STEP | | | | | ORDER BY | DATE CREATED | |
| Monitor amount of emotional regulations | | | | | 1 | 10/15/2019 8:14 PM | |
| Identify triggers for students | | | | | 2 | 10/15/2019 8:14 PM | |
| Identify strategies to maintain in-class presence by students | | | | | 3 | 10/15/2019 8:14 PM | |
| Work to better understand student interests and needs to better plan and implement lessons | | | | | 4 | 10/15/2019 8:15 PM | |
| Component Reflection | | | | | | | |
| REFLECTION TYPE | QUESTION | | REFLECTION | | CREATED BY | DATE CREATED | |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|-------------------------------------|------------------|--|--------------------|---|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Aligned Standards | | | | | | |
| DOCUMENT TITLE | STATE | DOCUMENT SUBJECT | | TOPIC DESCRIPTION | | |
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| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 2: Planning for Active Learning | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 1.a. : Creating a positive learning environment that is responsive to and respectful of the learning needs of students. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 1.b.: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 1.c.: Maximizing instructional time by effectively managing routines and transitions. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 2.b.: Planning instruction to cognitively engage students in the content. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 4.a.: Engaging in continuous professional learning to impact instruction and student learning. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 4.b.: Collaborating to develop and sustain a professional learning environment to support student learning. | | |
| Common Core of Teaching and Leading | CT | CCT Rubric for Effective Teaching (2014) | | 4.c.: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | | |
| Aligned Rubrics | | | | | | |
| RUBRIC | DOMAIN | | | INDICATOR | | |
| <i>No records to display.</i> | | | | | | |
| Attached Evaluator Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |
| Attached Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |
| View Comments | | | | | | |
| Comment | | | | Status | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|--|------------------|--------------------|-------------------------------------|---|-------------------------|---|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Teacher: Student Growth and Development (22.50%) | | | | APPROVED | | |
| EVALUATION PROCESS: 2019-2020 Category 1 (Regular Ed., Spec. Ed., Speech Path.) | | | | PRIMARY EVALUATOR: Dawson, Jaime | | |
| <i>SCHOOL</i> | | | <i>GRADE</i> | | | <i>CONTENT AREA</i> |
| | | | SPEC ED | | | Special Education |
| <i>#ofstudentsyouareteaching:</i> | | | <i>#ofstudentscoveredbythisSLO:</i> | | | <i>% of students covered by this SLO:</i> |
| 7 | | | 4 | | | 57.1 |
| <p>Teachers are asked to develop two (2) Student Learning Objectives.</p> <p>A Student Learning Objective (SLO) should be a broad goal for student learning. It should reflect high expectations for student learning and should be aligned to relevant state, national (e.g. Common Core), and/or district standards</p> <p>An Indicator of Academic Growth and Development (IAGD) is a measure you use to determine success in achieving the SLO.</p> <p>If you teach in a state-tested grade and/or subject, or if your students are assessed through another standardized measure, one SLO must be based on standardized IAGDs and will account for 22.5% of your final rating. Your second SLO, which will account for an additional 22.5% of your final rating, is based on a minimum of one non-standardized IAGD and a maximum of one additional standardized IAGD. If your students are not assessed through any standardized measure, both SLOs can be based on non-standardized IAGDs.</p> <p>Each SLO must have at least one IAGD. Multiple IAGDs may be used but are not required.</p> <p style="text-align: center;">SLO Development Guide</p> | | | | | | |
| SLO Focus Statement * What is the expectation for student improvement related to school improvement goals? | | | | | | |
| Students will increase their Fountas and Pinnell benchmarks by one reading level. | | | | | | |
| Baseline – Trend Data * What data were reviewed for this SLO? * How does the data support the SLO? | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|--|------------------|--------------------|--------------------|--------------------------|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| <p>BZ: S (beginning of fifth-grade) AP: U (middle of fifth-grade)</p> <p>JW: V (end of fifth-grade/beginning of sixth-grade) BR: W (beginning/middle of sixth-grade)</p> <p style="text-align: center;">BD: U (middle of fifth-grade)</p> <p>IS: P (beginning of fourth-grade) SE: inaccessible to test</p> | | | | | | |
| Student Population * Who are you going to include in this objective? * Why is this target group/class selected? | | | | | | |
| This objective will target particularly BZ, AP and IS as they are significantly below their grade level. It will target all of the students as well as they are all below grade level according to this benchmark testing. | | | | | | |
| Standards and Learning Content *What are the standards connected to the learning content? | | | | | | |
| CCCS: ELA: Literacy: RL. 7: Literature: Key Ideas and Details and Range of Reading and Level of Text Complexity | | | | | | |
| Interval of Instruction *What is the time period that instruction for the learning content will occur? | | | | | | |
| We have reading four times a week for 40 minutes. | | | | | | |
| Assessments * How will you measure the outcome of your SLO? | | | | | | |
| I will benchmark the students two more times this year and will utilize this information to see if they have increased their reading levels. | | | | | | |
| Instructional Strategies/Supports * What methods will you use to accomplish this SLO? * How will progress be monitored? * What professional learning/supports do you need to achieve this SLO? | | | | | | |
| I will continue to utilize methods I have previously used of a rotation of two days of comprehension (one grade-level focused and the other targeted to their needs), a day of decoding to meet their needs and a fourth day of whole group novel study to practice skills. I will continue to monitor the needs of the students and adjust instruction accordingly. | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|--|---|--------------------|--------------------|--------------------------|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Performance Measures | | | | | | |
| TYPE OF INDICATOR | IAGD | | | IAGD WEIGHT | | IAGD SCORE |
| NON-STANDARDIZED | Based on pre- and post-baseline data, students will increase their Fountas and Pinnell reading benchmarks by one level. | | | | | |
| Baseline | | | | | | |
| <p>BZ: S (beginning of fifth-grade)</p> <p>AP: U (middle of fifth-grade)</p> <p>JW: V (end of fifth-grade/beginning of sixth-grade) BR: W (beginning/middle of sixth-grade)</p> <p style="text-align: center;">BD: U (middle of fifth-grade)</p> <p>IS: P (beginning of fourth-grade) SE: inaccessible to test</p> | | | | | | |
| Component Action Steps / Evidence of Progress and/or Next Steps | | | | | | |
| ACTION STEP | | | | | ORDER BY | DATE CREATED |
| Monitor student literal comprehension | | | | | 1 | 10/18/2019 9:06 AM |
| Appropriately plan instruction to enhance literal comprehension | | | | | 2 | 10/18/2019 9:07 AM |
| Monitor student inferential comprehension | | | | | 3 | 10/18/2019 9:07 AM |
| Appropriately plan instruction to enhance inferential comprehension | | | | | 4 | 10/18/2019 9:07 AM |
| Incorporate instruction to meet decoding needs of students | | | | | 5 | 10/18/2019 9:08 AM |
| Component Reflection | | | | | | |
| REFLECTION TYPE | QUESTION | | REFLECTION | | CREATED BY | DATE CREATED |
| <i>No records to display.</i> | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|------------------------------------|------------------|---------------------------------------|--------------------|--|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Aligned Standards | | | | | | |
| DOCUMENT TITLE | STATE | DOCUMENT SUBJECT | | TOPIC DESCRIPTION | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | Key Ideas and Details | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | Range of Reading and Level of Text Complexity | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.R.7: Reading | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.RL.7: Literature | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | CCSS.ELA-Literacy.RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | RL.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | RL.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | RL.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | |
| Common Core State Standards | CC | English Language Arts/Literacy (2010) | | RL.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently. | | |
| Aligned Rubrics | | | | | | |
| RUBRIC | DOMAIN | | | INDICATOR | | |
| <i>No records to display.</i> | | | | | | |
| Attached Evaluator Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|-------------------------------|------------------|--------------------|--------------------|--------------------------|-------------------------|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Attached Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |
| View Comments | | | | | | |
| Comment | | | | Status | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> | |
|---|------------------|--------------------|--------------------|---|-------------------------|----------------------|--|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) | |
| Teacher: Whole-School Measures of Student Learning (5%) | | | | APPROVED | | | |
| EVALUATION PROCESS: 2019-2020 Category 1 (Regular Ed., Spec. Ed., Speech Path.) | | | | PRIMARY EVALUATOR: Dawson, Jaime | | | |
| <i>SCHOOL</i> | | | <i>GRADE</i> | | <i>CONTENT AREA</i> | | |
| | | | SPEC ED | | Special Education | | |
| The whole-school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal/program administrator evaluation rating at that school. | | | | | | | |
| Whole-school learning indicator(s) | | | | | | | |
| [Whole School - 19-20 TDP #1: TDP 2019-2020 - 90% of students will increase on task behavior by at least 5% over baseline.] | | | | | | | |
| Identify at least one strategy that addresses how you will contribute to the wholeschool student learning goals as established by your school administrator. | | | | | | | |
| I will plan and develop lessons which will aim to increase student engagement. | | | | | | | |
| Component Action Steps / Evidence of Progress and/or Next Steps | | | | | | | |
| ACTION STEP | | | | | ORDER BY | DATE CREATED | |
| Monitor student on-task percentages | | | | | 1 | 10/15/2019 7:57 PM | |
| Identify work avoidant behaviors | | | | | 2 | 10/15/2019 7:57 PM | |
| Identify strategies to reduce work avoidant behaviors | | | | | 3 | 10/15/2019 7:57 PM | |
| Gain a better understanding of student interests and strengths to better plan engaging lessons | | | | | 4 | 10/15/2019 7:58 PM | |
| Component Reflection | | | | | | | |
| REFLECTION TYPE | QUESTION | | REFLECTION | | CREATED BY | DATE CREATED | |
| <i>No records to display.</i> | | | | | | | |

| <i>PERSON NAME</i> | <i>PLAN TYPE</i> | <i>FISCAL YEAR</i> | <i>PLAN STATUS</i> | <i>APPROVAL PROGRESS</i> | <i>SCORING PROGRESS</i> | <i>PLAN NAME</i> |
|-------------------------------------|------------------|--------------------|--|--------------------------|---|----------------------|
| Teacher G | Teacher | 2019-2020 | APPROVED | COMPLETE (5 of 5) | 1 of 5 | Teacher G(2019-2020) |
| Aligned Standards | | | | | | |
| DOCUMENT TITLE | | STATE | DOCUMENT SUBJECT | | TOPIC DESCRIPTION | |
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| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 2: Planning for Active Learning | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 3: Instruction for Active Learning | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.a. : Creating a positive learning environment that is responsive to and respectful of the learning needs of students. | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.b.: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 1.c.: Maximizing instructional time by effectively managing routines and transitions. | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 2.b.: Planning instruction to cognitively engage students in the content. | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 3.a.: Implementing instructional content for learning | |
| Common Core of Teaching and Leading | | CT | CCT Rubric for Effective Teaching (2014) | | 4.c.: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | |
| Aligned Rubrics | | | | | | |
| RUBRIC | | DOMAIN | | | INDICATOR | |
| <i>No records to display.</i> | | | | | | |
| Attached Evaluator Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |
| Attached Evidence | | | | | | |
| Document | Type | Description | | Size | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |
| View Comments | | | | | | |
| Comment | | | | Status | Created by | Date Created |
| <i>No records to display.</i> | | | | | | |

Teacher Observation/Review of Practice Feedback

User Information

Name: TEACHER E
Building: PPP M.S.
Grade: None
Assigned Administrator: XX,YY
Submitted By: XX,YY
Acknowledged By: TEACHER E
Finalized By: XX,YY

Title: SPECIAL EDUCATION PARA PROFES
Department: None
Evaluation Type: Teacher New to CT Yr 2
Evaluation Cycle: 09/15/2019 - 07/15/2020
Date Submitted: 01/06/2020 1:47 pm EST
Date Acknowledged: 01/08/2020 1:28 pm EST
Date Finalized : 01/18/2020 2:03 pm EST

After the observation or review of practice, the evaluator and teacher have the opportunity to discuss the evidence collected.

The evaluator may then provide formative ratings for the relevant components in the rubric below and share this with the teacher.

Note: To view rubric criteria, click the down arrow at the right of a rubric heading to expand.

Observation Date:
12/17/2019

Domain 1: Classroom Environment, Student Engagement & Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

CCT Teacher 1a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|--|--|--|
| INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. Report and positive social interactions | Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students. | Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students. | Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. | Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills. |
| | Notes: Teacher and students exchange a "Bonjour" Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French. Teacher walks around with stamp and gives students stamps when they answer correctly. All stations have students speaking to each other about the task. 13 students in total, none of them off task. Teacher has 4 stickers for encourage - Tres Bien, Unique, Bon, and Super! | | | |
| Respect for student diversity | Establishes a learning environment that disregards students' cultural, social and/or developmental | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or | Establishes a learning environment that is consistently respectful of students' cultural, social and/or | Recognizes and incorporates students' cultural, social and developmental diversity to |

| | | | | |
|---|--|---|--|---|
| | differences and/or does not address disrespectful behavior. | developmental differences. | developmental differences. | enrich learning opportunities. |
| | <p>Notes: Students are asked to used prompts on their desk to explain activities they like or do not like to do in different seasons.</p> <p>All stations have students speaking to each other about the task. 13 students in total, none of them off task.</p> <p>Teacher has 4 stickers for encourage - Tres Bien, Unique, Bon, and Super!</p> | | | |
| Environment supportive of intellectual risk-taking | Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes. | Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes. | Creates a learning environment in which most students are willing to take risks ⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes. | Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| | <p>Notes: Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.</p> <p>All stations have students speaking to each other about the task. 13 students in total, none of them off task.</p> | | | |
| High expectations for student learning | Establishes expectations for student learning that are too high or too low. | Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning. | Establishes and consistently reinforces appropriate expectations for learning for all students. | Creates an environment in which students take responsibility for their own learning. |
| | <p>Notes: All questions and responses are in French.</p> <p>At 10:03, students get directions for the stations:</p> <ol style="list-style-type: none"> 1. Write 4 expression for the season. 2. Take turns telling your group 3 activities you like to do and don't like to do. 3. Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses. 4. Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story. <p>All stations have students speaking to each other about the task. 13 students in total, none of them off task.</p> <p>Exit Ticket: Fill in the blank with an item that makes sense. Students fill in one of the season items relative to a prompt they worked on. Students also grade each other on self and peer participation, a routine they do everyday.</p> | | | |
| Rubric Score: 14/16 | | | | |

CCT Teacher 1b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|------------------|---|-----------------------------------|-----------------------------------|--|
| INDICATOR | Demonstrates little or no evidence that | Establishes appropriate standards | Establishes appropriate standards | Creates opportunities in |

| | | | | |
|--|--|--|---|--|
| Ib: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. Communicating, reinforcing, and maintaining appropriate standards of behavior | standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | of behavior but inconsistently enforces these expectations, resulting in some interference with student learning. | of behavior, which are consistently reinforced, resulting in little or no interference with student learning. | which students establish and independently maintain appropriate standards of behavior. |
| | Notes: Students walk in the room, take a seat, see the Do Now on the board, and begin to write. Teacher has two students re-read the learning and behavioral expectations aloud for the class. Has students clap once and twice to redirect them to listen. | | | |
| Promoting social competence and responsible behavior | Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions. | Encourages students to independently use proactive strategies and social skills and take responsibility for their actions. |
| | Notes: Students walk in the room, take a seat, see the Do Now on the board, and begin to write. Teacher has two students re-read the learning and behavioral expectations aloud for the class. Teacher takes student responses to the prompts. Teacher pulls cold call from popsicle sticks with students names on it. Peers then pick students to answer next question. Has students clap once and twice to redirect them to listen. Teacher comes around and prompts students to their tasks again as they arrive at the station. Exit Ticket: Fill in the blank with an item that makes sense. Students fill in one of the season items relative to a prompt they worked on. Students also grade each other on self and peer participation, a routine they do everyday. | | | |
| Rubric Score: 6/8 | | | | |

CCT Teacher 1c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|----------------------|--|--|---|---|
| INDICATOR 1c: | Does not establish or ineffectively manages routines and transitions, resulting in significant loss of | Establishes, but inefficiently manages routines and transitions, resulting in some loss of | Establishes and manages routines and transitions resulting in maximized | Establishes an environment in which students independently facilitate routines and transitions. |

| | | | | |
|--|---|---------------------|---------------------|--|
| <p>Maximizing instructional time by effectively managing routines and transitions.</p> <p>Routines and transitions appropriate to needs of students</p> | instructional time. | instructional time. | instructional time. | |
| | Notes: | | | |
| | Do Now: Write the season you associate with the picture. | | | |
| | Students walk in the room, take a seat, see the Do Now on the board, and begin to write. | | | |
| | Teacher tells students when they have two minutes left. | | | |
| | Teacher takes student responses to the prompts. Teacher pulls cold call from popsicle sticks with students names on it. Peers then pick students to answer next question. | | | |
| | Students get up when prompted and move to their first station, at 10:05 | | | |
| | Bell rings after 2.5 minutes at 10:08 and they go to next station. | | | |
| | Bell rings again at 10:10, students rotate to 3rd stop. | | | |
| | Bell rings again at 10:13, students rotate to final stop. | | | |
| Back to seats at 10:16 | | | | |
| Rubric Score: 4/4 | | | | |

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Teacher 2a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|--|---|---|
| <p>INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.</p> | Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards.</u> | Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards.</u> | Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards.</u> | Anticipates misconceptions, ambiguities, or challenges and plans ways to address these. |
| <p>Notes:</p> <p>As a result of this lesson,</p> <ul style="list-style-type: none"> Students will be able to recall weather forecast vocabulary and describe the season, month, and leisure activities that they prefer to do throughout the year. The student will share a basic conversation with their peers. Students will also be able to apply verbs and vocabulary to describe the weather, to be, to adore, and to like and to dislike <p>I have developed my instructional sequence in a manner sequence that allows students to connect one skill to another to complete more complex communicative activities in the presentational, interpersonal and interpretive modes of communication as indicated by ACTFL Standards, NPS Curriculum, and Bloom's Taxonomy which provides a way to organize thinking from the most basic to the more complex levels of thinking (Domains 2)</p> | | | | |

| | | | | |
|--|---|--|--|--|
| <p>Content of lesson plan is aligned with standards</p> <p><u>Underlined text reflects Connecticut Core Standards connections</u></p> | <p>Objective</p> <ul style="list-style-type: none"> •Students will be able to state and recall at least 4 weather expressions to include seasons and corresponding weather conditions. <p>Students will apply vocabulary related to weather to describe what they prefer to do throughout the year</p> <p>Agenda for 12/17/ 2019</p> <p>Complete the Do now.</p> <p>Review the do now.</p> <p>Turn-and-talk.</p> <p>Practice the vocabulary.</p> <p>Complete the station activities.</p> <p>Review station activities.</p> <p>Complete the exit ticket.</p> <p>Homework-Study your Weather vocabulary list.</p> <p>ACTFL standards posted.</p> | | | |
| <p>Logical sequence of lessons at an appropriate level of challenge</p> | <p>Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.</p> | <p>Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u>.</p> | <p>Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u>.</p> | <p>Plans lessons that <u>challenge students to extend their learning, supports students in making connections</u> between concepts, and/or applying skills/learning in other contexts.</p> |
| <p>Notes:</p> <p>I have developed my instructional sequence in a manner sequence that allows students to connect one skill to another to complete more complex communicative activities in the presentational, interpersonal and interpretive modes of communication as indicated by ACTFL Standards, NPS Curriculum, and Bloom's Taxonomy which provides a way to organize thinking from the most basic to the more complex levels of thinking (Domains 2). My lesson plan challenge students to extend their learning, for example, my lesson begins with a review of the most basic weather vocabulary. Students will review the 4 seasons. They will then add the weather expressions that correspond with each season. Finally, they will review the activities. They will communicate by asking questions to express preferences. And finally, they will complete the lesson with reading comprehension.</p> | | | | |
| <p>Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs</p> | <p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.</p> | <p>Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.</p> | <p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p> | <p>Designs opportunities to allow students to identify their own learning needs based on their own individual data.</p> |
| <p>Notes:</p> <p>As a result, I collect data in entrance and formative to support my students with the clarifications of misconceptions in the lesson. I have developed the necessary anchor charts containing the verbs, vocabulary, language scripts, and concepts to supports students with comprehensible input, processing and output.</p> | | | | |
| <p>Literacy strategies</p> | <p>Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p> | <p>Plans instruction that includes some opportunities for students to <u>develop literacy skills or academic vocabulary in isolation</u>.</p> | <p>Plans instruction that <u>integrates literacy strategies and academic vocabulary</u>.</p> | <p>Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u>.</p> |
| <p>Notes:</p> <p>In my lesson, I have designed several opportunities to independently select literacy strategies that support their learning. For example, students will make inferences by negotiating the meaning. They will also make predictions using text structures.</p> <p>Students will participate in a series of turn and talk activities using sentence starters- following the guided practice.</p> | | | | |

- Students will spend about 4 minutes at each station completing different activities.
- Read part of a story from an authentic French text called, Paul et Les 4 Saisons.

Rubric Score: 12/16

CCT Teacher 2b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|--|---|---|
| <p>INDICATOR 2b: Planning instruction to cognitively engage students in the content.</p> <p>Strategies, tasks and questions cognitively engage students</p> <p><i><u>Underlined text reflects Connecticut Core Standards connections.</u></i></p> | <p>Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement <u>through problem-solving, critical or creative thinking, discourse or inquiry-based learning, and application to other situations.</u></p> | <p>Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.</p> | <p>Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.</p> | <p>Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u></p> |
| <p>Instructional resources and flexible groupings support cognitive engagement and new learning</p> | <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p> | <p>Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u></p> | <p>Selects or designs resources and/or <u>flexible groupings</u> that cognitively engage students and support connections between concepts.</p> | <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p> |
| <p>Notes:</p> <ul style="list-style-type: none"> • Students will begin the lesson with an anticipatory set to review weather items found in the vocabulary sheet from the day before. • I will reinforce reading and pronunciation skills through teacher-led recitation. • Students will participate in a series of turn and talk activities using sentence starters- following the guided practice. • Students will spend about 4 minutes at each station completing different activities. • Read part of a story from an authentic French text called, <u>Paul et Les 4 Saisons</u>. <p>In cooperative groups, students will answer the questions at the bottom of the story and support their responses with evidence from the text design to check for reading comprehension.</p> <p>Students will complete worksheet "L'hiver, L'ete" Each student takes turns sharing, 2-3 pieces of information about what seasons they prefer.</p> <ul style="list-style-type: none"> • Students will share with their partner what they like and don't like to do during each season and will add it to the chart. • Students will read a dialogue about the weather and answers about what the characters would like to do during the seasons. • to check for understanding- I will conduct a wrap-around, the room, where students will turn and talk each student take turns sharing, 2-3 pieces of information about your Weather to their partners in the target language. To monitor student understanding, I will collect data as they complete the work. <p>To assess if my objectives were met, students will complete an exit ticket on weather expressions.</p> <p>During my learning cycle, my students will be reading an authentic piece of text, depicting the weather from Belgium. The other reading derives from a children's story from France called, <u>Paul et Les 4 Saisons</u>. The goal of this reading is to help students to utilize the interpretive skills necessary to negotiate meaning out of a text. Students will answer several reading comprehension questions and utilize critical pieces of the text to cite as evidence to support the inference that can be made. Lastly, students will work in the presentation mode to summarize the reading using only 10-20 words.</p> | | | | |

Rubric Score: 6/8

CCT Teacher 2c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|---|--|--|--|
| INDICATOR 2c: Selecting appropriate assessment strategies to monitor student progress. Criteria for student success | Does not identify criteria for student success. | Identifies general criteria for student success. | Identifies observable and measurable criteria for student success. | Identifies opportunities for students to be involved in developing or interpreting criteria for student success. |
| Notes: <ul style="list-style-type: none"> to check for understanding- I will conduct a wrap-around, the room, where students will turn and talk each student take turns sharing, 2-3 pieces of information about your Weather to their partners in the target language. To monitor student understanding, I will collect data as they complete the work. To assess if my objectives were met, students will complete an exit ticket on weather expressions. | | | | |
| Ongoing assessment of student learning | Plans assessment strategies that are limited or not aligned to intended instructional outcomes. | Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning. | Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. | Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress. |
| Notes: <ul style="list-style-type: none"> to check for understanding- I will conduct a wrap-around, the room, where students will turn and talk each student take turns sharing, 2-3 pieces of information about your Weather to their partners in the target language. To monitor student understanding, I will collect data as they complete the work. To assess if my objectives were met, students will complete an exit ticket on weather expressions. | | | | |

Rubric Score: 6/8

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Teacher 3a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|---|---|--|
| INDICATOR 3a: Implementing instructional content for learning. | Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards. | Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires | Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. | Provides opportunities for students to demonstrate their understanding of the purpose of the lesson. |

| | | | | |
|--|--|---|--|--|
| <p>Instructional purpose</p> <p><i>Underlined text reflects Connecticut Core Standards connections.</i></p> | | further clarification. | | |
| <p>Content accuracy</p> | Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding. | Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding. | Presents content accurately using content-specific language that leads to student understanding. | Effectively uses content-specific language that extends student understanding. |
| <p>Content progression and level of challenge</p> | Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning. | Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning. | Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. | Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections. |

Notes:

Do Now:
Write the season you associate with the picture.

Learning Target posted:
SWBAT apply 3-5 weather expressions to describe activities the like and don't like to do during the year.

Teacher projects and reads objectives out to students.

At 10:03, students get directions for the stations:

- Write 4 expression for the season.
- Take turns telling your group 3 activities you like to do and don't like to do.
- Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses.
- Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story.

ACTFL standards posted at front.

Notes:

Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.

All questions and responses are in French.

Notes:

Students walk in the room, take a seat, see the Do Now on the board, and begin to write.

Seats set up in pods of 4 desk, 2-3 students at each.

Learning Target posted:
SWBAT apply 3-5 weather expressions to describe activities the like and don't like to do during the year.

Teacher and students exchange a "Bonjour"

Teacher rotates around the room, speaking in French, monitoring student progress on the Do Now. She gives check or credit once complete, with verbal praise.

Teacher tells students when they have two minutes left.

Teacher projects and reads objectives out to students.

Teacher projects Agenda - projected in English and spoken in French.

Teacher projects vocabulary terms for the four seasons, students write down in notebooks.

Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.

Students are asked to use prompts on their desk to explain activities they like or do not like to do in different seasons.

At 10:03, students get directions for the stations:

1. Write 4 expressions for the season.
2. Take turns telling your group 3 activities you like to do and don't like to do.
3. Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses.
4. Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story.

Exit Ticket: Fill in the blank with an item that makes sense.
 Students fill in one of the season items relative to a prompt they worked on.
 Students also grade each other on self and peer participation, a routine they do everyday.

Literacy strategies

Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.

Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.

Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.

Provides opportunities for students to independently select and apply literacy strategies.

Notes:

Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.

All questions and responses are in French.

At 10:03, students get directions for the stations:

1. Write 4 expressions for the season.
2. Take turns telling your group 3 activities you like to do and don't like to do.
3. Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses.

4. Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story.

Rubric Score: 12/16

CCT Teacher 3b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|--|---|--|---|
| <p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>Strategies, tasks and questions</p> <p><u>Underlined text reflects Connecticut Core Standards connections.</u></p> | <p>Includes tasks that do not lead students to construct new and meaningful learning and that <u>focus primarily on low cognitive demand or recall of information.</u></p> | <p>Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of information</u> with limited opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u></p> | <p>Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u></p> | <p>Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information.</u></p> |
| <p>Notes: Students walk in the room, take a seat, see the Do Now on the board, and begin to write.</p> <p>Seats set up in pods of 4 desk, 2-3 students at each.</p> <p>Learning Target posted: SWBAT apply 3-5 weather expressions to describe activities the like and don't like to do during the year.</p> <p>Teacher and students exchange a "Bonjour"</p> <p>Teacher rotates around the room, speaking in French, monitoring student progress on the Do Now. She gives check or credit once complete, with verbal praise.</p> <p>Teacher tells students when they have two minutes left.</p> <p>Teacher projects and reads objectives out to students.</p> <p>Teacher projects Agenda - projected in English and spoken in French.</p> <p>Teacher projects vocabulary terms for the four seasons, students write down in notebooks.</p> <p>Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.</p> <p>Teacher does a speak and repeat exercise with the season names.</p> <p>Students also have color documents on their desks with visuals connected to the terms.</p> <p>Teacher takes student responses to the prompts. Teacher pulls cold call from popsicle sticks with students names on it. Peers then pick students to answer next question.</p> <p>At 10:03, students get directions for the stations: 1. Write 4 expression for the season.</p> | | | | |

| | | | | |
|---|---|--|--|--|
| | <p>2. Take turns telling your group 3 activities you like to do and don't like to do.</p> <p>3. Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses.</p> <p>4. Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story.</p> <p>Exit Ticket: Fill in the blank with an item that makes sense.</p> <p>Students fill in one of the season items relative to a prompt they worked on.</p> <p>Students also grade each other on self and peer participation, a routine they do everyday.</p> | | | |
| Instructional resources and flexible groupings | Uses resources and/or groupings that do not cognitively engage students or support new learning. | Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning. | Uses resources and flexible groupings that cognitively engage students in multiple ways, including application of <u>new learning to make connections between concepts</u> . | Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. |
| | <p>Notes:</p> <p>Seats set up in pods of 4 desk, 2-3 students at each.</p> <p>Teacher projects vocabulary terms for the four seasons, students write down in notebooks.</p> <p>Students are asked to used prompts on their desk to explain activities they like or do not like to do in different seasons.</p> | | | |
| Student responsibility and independence | Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners. | Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners. | Implements instruction that provides multiple opportunities for students to develop independence as learners. | Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals. |
| | <p>Notes:</p> <p>Students are asked to used prompts on their desk to explain activities they like or do not like to do in different seasons.</p> <p>Teacher takes student responses to the prompts. Teacher pulls cold call from popsicle sticks with students names on it. Peers then pick students to answer next question.</p> <p>All stations have students speaking to each other about the task. 13 students in total, none of them off task.</p> <p>Exit Ticket: Fill in the blank with an item that makes sense.</p> <p>Students fill in one of the season items relative to a prompt they worked on.</p> <p>Students also grade each other on self and peer participation, a routine they do everyday.</p> | | | |
| Rubric Score: 10/12 | | | | |

CCT Teacher 3c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|----------------------|---|--|---|--|
| INDICATOR 3c: | Does not communicate criteria for student success | Communicates general criteria for student success. | Communicates specific observable and measurable criteria for student success. | Provides opportunities for students to be involved in developing or interpreting criteria for student success. |

| | | | | |
|--|---|--|--|---|
| <p>Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.</p> <p>Criteria for student success</p> | <p>Notes:</p> <p>At 10:03, students get directions for the stations:</p> <ol style="list-style-type: none"> 1. Write 4 expression for the season. 2. Take turns telling your group 3 activities you like to do and don't like to do. 3. Write the authentic weather report from Belgique. Answer the questions and review with group to see if they agree with responses. 4. Read the French story, Paul et les 4 Seasons. Answer the four questions orally with evidence from the story. <p>Exit Ticket: Fill in the blank with an item that makes sense.</p> <p>Students fill in one of the season items relative to a prompt they worked on.</p> <p>Students also grade each other on self and peer participation, a routine they do everyday.</p> | | | |
| <p>Ongoing monitoring of student learning</p> | <p>Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/ objective.</p> | <p>Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p> | <p>Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.</p> | <p>Promotes students' self-monitoring and self-assessment to improve their learning.</p> |
| <p>Notes:</p> <p>Teacher rotates around the room, speaking in French, monitoring student progress on the Do Now. She gives check or credit once complete, with verbal praise.</p> <p>Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.</p> <p>Teacher walks around to check in with all 5 groups on their progress. Walks around with checklist, taking notes on progress of students.</p> | | | | |
| <p>Feedback to students</p> | <p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p> | <p>Provides feedback that partially guides students toward the intended instructional outcomes.</p> | <p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p> | <p>Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.</p> |
| <p>Notes:</p> <p>Teacher rotates around the room, speaking in French, monitoring student progress on the Do Now. She gives check or credit once complete, with verbal praise.</p> <p>Teacher walks around and gives feedback for students to turn and talk to each other about the content, specifically if they have the terms correct and what the weather or temperatures are like in each system. Students begin asking each other questions in French.</p> <p>Teacher walks around to check in with all 5 groups on their progress. Walks around with checklist, taking notes on progress of students.</p> <p>Teacher walks around with stamp and gives students stamps when they answer correctly.</p> <p>Teacher speaks directly with students at all stations about their work, giving direct feedback in French for what is done and what needs to be adjusted.</p> | | | | |
| <p>Instructional adjustment</p> | <p>Makes no attempts to adjust instruction.</p> | <p>Makes some attempts to adjust instruction that is primarily in response to whole group performance.</p> | <p>Adjusts instruction as necessary in response to individual and group performance.</p> | <p>Provides opportunities for students to independently select strategies that will be effective for them as individuals.</p> |

| | |
|----------------------------|--|
| | Notes: Teacher does a speak and repeat exercise with the season names. Teacher comes around and prompts students to their tasks again as they arrive at the station. |
| Rubric Score: 14/16 | |

Domain 4: Professional Responsibilities & Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

CCT Teacher 4a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|---|---|---|
| INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning. Teacher self-evaluation and reflection and impact on student learning | Insufficiently reflects on/analyzes practice and impact on student learning. | Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice. | Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| Response to feedback | Does not respond to supervisor or peer feedback and recommendations for improving practice. | Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited. | Responds to supervisor or peer feedback and makes changes in practice based on feedback. | Proactively seeks supervisor or peer feedback in order to improve a range of professional practices. |
| Professional learning | Does not engage in professional learning activities. | Engages in relevant professional learning but application to practice is limited. | Engages in relevant professional learning and applies new learning to practice. | Takes a lead in and/or initiates opportunities for professional learning with colleagues. |
| Notes: Takes feedback on planning and makes adjustments | | | | |
| Notes: SIOF | | | | |

Rubric Score: 9/12

CCT Teacher 4b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|--|---|--|---|
| INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning. Collaboration with colleagues | Does not collaborate with colleagues to improve teaching and learning. | Minimally collaborates with colleagues to improve teaching and learning. | Collaborates with colleagues to improve teaching and learning. | Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning. |
| Professional responsibilities and ethics | Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice. |
| Rubric Score: 3/4 | | | | |

CCT Teacher 4c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|--|--|--|
| INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. Positive school climate | Does not comply with efforts to develop and/or sustain a positive school climate. | Complies with efforts to develop and/or sustain a positive school climate. | Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. | Leads efforts to improve and strengthen the school climate. |
| Family and community engagement | Limits communication with families about student academic or behavioral | Communicates with families about student academic or behavioral performance through required reports | Proactively communicates with families about learning expectations and student | Supports colleagues in developing effective ways to communicate with families and engage them in |

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| | performance to required reports and conferences. | and conferences and/or makes some attempts to build relationships through additional communications. | academic or behavioral performance, and develops positive relationships with families to promote student success. | opportunities to support their child's learning; seeks input from families and communities to support student growth and development. |
| Culturally responsive communications | Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community. | Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences. | Interacts with students, families and the community in a culturally respectful manner. | Leads efforts to enhance culturally respectful interactions with students, families and the community. |
| Rubric Score: 10/12 | | | | |

Observation Feedback:

Ms. Jean-

Thank you having me in your class. Interactions were consistently positive, student diversity was respected and incorporate, students were encouraged and did question their peers, and there were establish appropriate learning expectations for all students. Appropriate standards of behavior were established, promoted, and reinforced. Students took ownership of implementing important transitions and routines maximize instructional time. Content specific language was abundant, there was an overwhelming amount of rich literacy strategies and opportunities, and instructional content was provided in a coherent and purposeful way. Tasks, questions, strategies, resources, and groupings were chosen to maximize student discourse and thinking. Students can approach learning activities in ways that suit their learning need. Student work was consistently monitored, direct and individual feedback was given when appropriate, and focused on self-reflection, self assessment, and that of peers to drive that mechanism as well. Specific criteria was shared with the students.

An area of growth in planning would be to explicitly state what language or CCSS standards that the lesson is addressing. This was spoken about in general terms. How might being specific about this impact planning? Is this something you could share with students?

Thanks,
Evan

Artifacts

| Name | Upload Date | Upload User | File |  | | |
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***Teacher Observation/Review of Practice Feedback**

User Information

Name: TEACHER E (18249)
Building: PPP Ridge M.S.

Title: SPECIAL EDUCATION PARA PROFES
Department: None

Grade: None
 Assigned Administrator: XX,YY
 Submitted By: XX,YY
 Acknowledged By: JEAN, MARIE
 Finalized By: XX,YY

Evaluation Type: Teacher New to CT Yr 2
 Evaluation Cycle: 09/15/2019 - 07/15/2020
 Date Submitted: 02/27/2020 11:09 am EST
 Date Acknowledged: 02/28/2020 12:37 pm EST
 Date Finalized : 02/28/2020 12:16 pm EST

After the observation or review of practice, the evaluator and teacher have the opportunity to discuss the evidence collected.

The evaluator may then provide formative ratings for the relevant components in the rubric below and share this with the teacher.

Note: To view rubric criteria, click the down arrow at the right of a rubric heading to expand.

Observation Date:

2/27/2020

Domain 1: Classroom Environment, Student Engagement & Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

CCT Teacher 1a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|---|--|--|--|
| INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. Rapport and positive social interactions | Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students. | Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students. | Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. | Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills. |
| | Notes: Teacher gives high fives as students get answers, also gives verbal praise. Teacher gives student tickets as praise relative to response and effort at stations. | | | |
| Respect for student diversity | Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences. | Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. | Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. |
| | Notes: Teacher goes through vocabulary and cold calls students to give each pronunciation a chance. Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue. Student practice vocabulary terms as a class. | | | |

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| Environment supportive of intellectual risk-taking | Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes. | Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes. | Creates a learning environment in which most students are willing to take risks ⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes. | Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| | <p>Notes: Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher gives feedback form that allows teacher to student feedback on learning and student to teacher feedback on process of learning.</p> | | | |
| High expectations for student learning | Establishes expectations for student learning that are too high or too low. | Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning. | Establishes and consistently reinforces appropriate expectations for learning for all students. | Creates an environment in which students take responsibility for their own learning. |
| | <p>Notes: Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | |
| Rubric Score: 14/16 | | | | |

CCT Teacher 1b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|---|---|---|---|
| INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. Communicating, reinforcing, and maintaining appropriate | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning. | Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. | Creates opportunities in which students establish and independently maintain appropriate standards of behavior. |
| <p>Notes: Students arrive and all immediately go to seats (12 total) and begin the Do NOW.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Teacher points out expectations again, students read through it. Each student calls on another to read the next expectation. Teacher reads through standards.</p> <p>Teacher rings bell at 3 minutes to have students rotate. All 12 students rotate immediately to next station. This is done 3 more times, on time, with same student response.</p> | | | | |

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| standards of behavior | One student abandons group, teacher redirects student to come over and support the group. She asks what is going on, he apologizes, and they restore back to task. | | | |
| Promoting social competence and responsible behavior | Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions. | Encourages students to independently use proactive strategies and social skills and take responsibility for their actions. |
| Notes: Students arrive and all immediately go to seats (12 total) and begin the Do NOW. | | | | |
| Teacher points out expectations again, students read through it. Each student calls on another to read the next expectation. Teacher reads through standards. | | | | |
| Teacher rings bell at 3 minutes to have students rotate. All 12 students rotate immediately to next station. This is done 3 more times, on time, with same student response. | | | | |
| Teacher gives student tickets as praise relative to response and effort at stations. | | | | |
| One student abandons group, teacher redirects student to come over and support the group. She asks what is going on, he apologizes, and they restore back to task. | | | | |
| Rubric Score: 7/8 | | | | |

CCT Teacher 1c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|--|--|---|--|
| INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions. | Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time. | Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time. | Establishes and manages routines and transitions resulting in maximized instructional time. | Establishes an environment in which students independently facilitate routines and transitions. |
| Routines and transitions appropriate to needs of students | Notes: Students arrive and all immediately go to seats (12 total) and begin the Do NOW. | | | |
| | Teacher talks through each station directions and then students begin at first location. Stations also posted visually on the board. | | | |
| | Teacher rings bell at 3 minutes to have students rotate. All 12 students rotate immediately to next station. This is done 3 more times, on time, with same student response. | | | |
| | At end of stations, students rotate back to original location. | | | |
| Rubric Score: 4/4 | | | | |

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|--|--|--|--|
| <p>INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.</p> <p>Content of lesson plan is aligned with standards</p> <p><u>Underlined text reflects Connecticut Standards connections</u></p> | <p>Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards.</u></p> | <p>Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards.</u></p> | <p>Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards.</u></p> | <p>Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</p> |
| <p>Logical sequence of lessons at an appropriate level of challenge</p> | <p>Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.</p> | <p>Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge.</u></p> | <p>Plans lessons that are logically sequenced and support an <u>appropriate level of challenge.</u></p> | <p>Plans lessons that <u>challenge students to extend their learning, supports students in making connections</u> between concepts, and/or applying skills/learning in other contexts.</p> |

Notes:

Learning Target: Find Me in the Classroom

This lesson allows students to be able to identify some important classroom objects. This is important as it will help them to speak about their class environment.

- Students will be able to identify at least 5-10 vocabulary words describing school supplies and objects in the classrooms.
- Identify school supplies they need for each of the classes they are taking, orally and in writing.
- Identify objects in the classroom and locate them.
- Comprehend (by listening) the prices of objects they need to buy.

ACTFL Language Standards

1. COMMUNICATION

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - (Interpersonal Mode)
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics (Interpretive Mode)
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational Mode)

PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

This Lesson is based on CT Public School Unit 3 Let's Go to School

- Identify school supplies they need for each of the classes they are taking, orally and in writing.
- Tell what supplies they bought and where they went to buy them
- Identify objects in the classroom and locate them.
- Comprehend (by listening) the prices of objects they need to buy.

The student learning objective will address the need to prepare students for placement in higher level courses at the high school by further developing their writing and speaking skills. Moreover, students will further develop and maintain proficiency as they apply the language in reading, writing, speaking to create and express original ideas about their community, culture, make comparisons, and connections to various cultural concepts

Notes:

- Student will begin the lesson with an anticipatory set by organizing four classroom subjects that correspond with each class
- I will collect data on their performance. I will reinforce reading and pronunciation skills through teacher led recitation.
- Students will participate in a series of turn and talk activities following the guided practice. Students will complete an information gap by identifying what their partners like to do for example in French or Literature class and with a wrap around the room; students will share what their partners like to do with a focus on the forms of he likes she likes this class subject in the target language.
- To monitor student understanding, I will collect data as they complete parts of a worksheet by making note of grows and grows.
- I will adjust my instruction based on my observation or adjust my next lessons to include small group stations to address students' needs if

necessary.

In order to assess if my objectives were met, students will complete an exit ticket on school supply and personal classroom subject preferences.

Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs

Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.

Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.

Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.

Designs opportunities to allow students to identify their own learning needs based on their own individual data.

Notes:

| Differentiation | | |
|---|---|--|
| Low- Novice performers | Intermediate performers | Advanced performers |
| <p>Formative assessment data: Data shows that these students need support with processing input- vocabulary skills, retention, reading comprehension, and study skills</p> | <p>Formative assessment data: Data shows that these students need support reading comprehension and vocabulary review and interpersonal speaking skills</p> | <p>Formative assessment data: Data shows that these students need support to connect the content to their lives in a meaningful way.</p> |
| <ul style="list-style-type: none"> - Utilize vocabulary Sheet - Anchor charts/graphic organizers - Create heterogeneous groups - Frequent checks of understanding - Utilized Different input/output process- Utilized attention to cognates/ SIOP - Total Physical Response strategies - Scaffold in smaller chunks - Utilized Visual and multimedia demonstrations - Leveled study guides - Concept previous | <ul style="list-style-type: none"> - Anchor charts - Frequent checks of understanding - Scaffold in smaller chunks - Utilized visual and multimedia demonstrations - Unit study guide - Connect background knowledge to new knowledge | <ul style="list-style-type: none"> - Anchor charts - Checks of understanding - Utilize/ Vocabulary - Relate to their own lives classroom experience to their own lives - Connect background knowledge to new knowledge - Allow students to make inferences |

CCT Teacher 2a

CCT Teacher 2b

| | | | | |
|---|---|--|---|---|
| | <p>- Connect background knowledge to new knowledge</p> <p>- Provide Explicit Explanations</p> | | | |
| Literacy strategies | Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary. | Plans instruction that includes some opportunities for students to <u>develop literacy skills or academic vocabulary in isolation.</u> | Plans instruction that <u>integrates literacy strategies and academic vocabulary.</u> | Designs opportunities to allow students to independently select <u>literacy strategies that support their learning.</u> |
| <p>Notes:</p> <ul style="list-style-type: none"> · Student will begin the lesson with an anticipatory set by organizing four classroom subjects that correspond with each class · I will collect data on their performance. I will reinforce reading and pronunciation skills through teacher led recitation. · Students will participate in a series of turn and talk activities following the guided practice. Students will complete an information gap by identifying what their partners like to do for example in French or Literature class and with a wrap around the room; students will share what their partners like to do with a focus on the forms of he likes she likes this class subject in the target language. · To monitor student understanding, I will collect data as they complete parts of a worksheet by making note of grows and grows. · I will adjust my instruction based on my observation or adjust my next lessons to include small group stations to address students' needs if necessary. · In order to assess if my objectives were met, students will complete an exit ticket on school supply and personal classroom subject preferences. | | | | |
| Rubric Score: 12/16 | | | | |

| | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|-----------------|---|---|---|--|
| CRITERIA | Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement <u>through problem-solving, critical or creative thinking, discourse or inquiry-based learning, and application to other situations.</u> | Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement. | Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement. | Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u> |
| NOTES | <p>Notes:</p> <ul style="list-style-type: none"> · Student will begin the lesson with an anticipatory set by organizing four classroom subjects that correspond with each class · I will collect data on their performance. I will reinforce reading and pronunciation skills through teacher led recitation. · Students will participate in a series of turn and talk activities following the guided practice. Students will complete an information gap by identifying what their partners like to do for example in French or Literature class and with a wrap around the room; students will share what their partners like to do with a focus on the forms of he likes she likes this class subject in the target language. · To monitor student understanding, I will collect data as they complete parts of a worksheet by making note of grows and grows. · I will adjust my instruction based on my observation or adjust my next lessons to include small group stations to address students' needs if necessary. · In order to assess if my objectives were met, students will complete an exit ticket on school supply and personal classroom subject preferences. | | | |

| | | | | |
|---------------------------------|---|--|--|---|
| <p>onal s ble s</p> | <p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p> | <p>Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u></p> | <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p> | <p>Selects or designs resources that support students' application of concepts and/or skills in other contexts.</p> |
| <p>ent</p> | <p>Notes:</p> <ul style="list-style-type: none"> · Student will begin the lesson with an anticipatory set by organizing four classroom subjects that correspond with each class · I will collect data on their performance. I will reinforce reading and pronunciation skills through teacher led recitation. · Students will participate in a series of turn and talk activities following the guided practice. Students will complete an information gap by identifying what their partners like to do for example in French or Literature class and with a wrap around the room; students will share what their partners like to do with a focus on the forms of he likes she likes this class subject in the target language. · To monitor student understanding, I will collect data as they complete parts of a worksheet by making note of grows and grows. · I will adjust my instruction based on my observation or adjust my next lessons to include small group stations to address students' needs if necessary. · In order to assess if my objectives were met, students will complete an exit ticket on school supply and personal classroom subject preferences. <p style="text-align: center;">Rubric Score: 6/8</p> | | | |

CCT Teacher 2c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|--|---|---|---|
| <p>INDICATOR 2c: Selecting appropriate assessment strategies to monitor student progress.</p> <p>Criteria for student success</p> | <p>Does not identify criteria for student success.</p> | <p>Identifies general criteria for student success.</p> | <p>Identifies observable and measurable criteria for student success.</p> | <p>Identifies opportunities for students to be involved in developing or interpreting criteria for student success.</p> |
| <p>Ongoing assessment of student learning</p> | <p>Plans assessment strategies that are limited or not aligned to intended instructional outcomes.</p> | <p>Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.</p> | <p>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.</p> | <p>Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.</p> |
| <p>Notes:</p> <ul style="list-style-type: none"> · I will collect data on their performance. I will reinforce reading and pronunciation skills through teacher led recitation. · To monitor student understanding, I will collect data as they complete parts of a worksheet by making note of grows and grows. · I will adjust my instruction based on my observation or adjust my next lessons to include small group stations to address students' needs if necessary. · In order to assess if my objectives were met, students will complete an exit ticket on school supply and personal classroom subject preferences. | | | | |

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

CCT Teacher 3a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|---|---|--|---|
| <p>INDICATOR 3a: Implementing instructional content for learning.</p> <p>Instructional purpose</p> <p><i>Underlined text reflects Connecticut Core Standards connections.</i></p> | <p>Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.</p> | <p>Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.</p> | <p>Clearly <u>communicates learning expectations</u> that are aligned with <u>Connecticut Core Standards and/or other appropriate content standards</u>, and sets a specific purpose(s) for instruction.</p> | <p>Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.</p> |
| <p>Notes:</p> <p>Do Now - Write the name of each object 4 objects projected on the board</p> <p>World Language Standards posted to the right of the Do Now.</p> <p>Learning Target: SWBAT apply 3-5 school expressions to describe activities and objects in the classroom, orally and in writing.</p> <p>Teacher posts objective and class reads through them.</p> <p>Teacher points out expectations again, students read through it. Each student calls on another to read the next expectation. Teacher reads through standards.</p> | | | | |
| Content accuracy | <p>Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.</p> | <p>Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.</p> | <p>Presents content accurately using content-specific language that leads to student understanding.</p> | <p>Effectively uses content-specific language that extends student understanding.</p> |
| <p>Notes:</p> <p>Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | | |
| Content progression and level of challenge | <p>Presents instructional content that lacks a logical progression</p> | <p>Presents instructional content in a generally logical progression and/or</p> | <p>Clearly presents instructional content in a logical and purposeful</p> | <p>Challenges students to extend their learning</p> |

| | | | | |
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| | and/or level of challenge is at an inappropriate level to advance student learning. | at an appropriate level of challenge to advance student learning. | progression and at an appropriate level of challenge to advance learning of all students. | beyond the lesson expectations and make cross-curricular connections. |
| | <p>Notes: Do Now - Write the name of each object 4 objects projected on the board</p> <p>Students get 4 worksheets with terms, one with pictures and English, one with pictures English and French, and two just pictures and French.</p> <p>Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>Student practice vocabulary terms as a class.</p> <p>Teacher talks through each station directions and then students begin at first location. Stations also posted visually on the board.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | |
| Literacy strategies | Presents instruction with limited opportunities for students to <u>develop literacy skills and/or academic vocabulary.</u> | Presents instruction with opportunities for students to <u>develop literacy skills and/or academic vocabulary in isolation.</u> | Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content.</u> | Provides opportunities for students to independently select and apply <u>literacy strategies.</u> |
| | <p>Notes: Students get 4 worksheets with terms, one with pictures and English, one with pictures English and French, and two just pictures and French.</p> <p>Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | |
| Rubric Score: 13/16 | | | | |

CCT Teacher 3b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|----------------------|--|---|---|---|
| INDICATOR 3b: | Includes tasks that do not lead students to construct new and meaningful | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low</u> | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and | Includes opportunities for students to <u>generate their own questions and problem-solving.</u> |

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| <p>Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>Strategies, tasks and questions</p> <p><u>Underlined text reflects Connecticut Core Standards connections.</u></p> | <p>learning and that <u>focus primarily on low cognitive demand or recall of information.</u></p> | <p><u>cognitive demand and/or recall of information</u> with limited opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u></p> | <p>meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u></p> | <p><u>strategies, and synthesize and communicate information.</u></p> |
| <p>Notes: Do Now - Write the name of each object 4 objects projected on the board</p> <p>Students get 4 worksheets with terms, one with pictures and English, one with pictures English and French, and two just pictures and French.</p> <p>Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>Teacher speaks through the exercise in French in terms of student expectations for assignment.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>Student practice vocabulary terms as a class.</p> <p>Teacher talks through each station directions and then students begin at first location. Stations also posted visually on the board.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | | |
| <p>Instructional resources and flexible groupings</p> | <p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p> | <p>Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.</p> | <p>Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of <u>new learning to make connections between concepts.</u></p> | <p><u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u></p> |
| <p>Notes: Students get 4 worksheets with terms, one with pictures and English, one with pictures English and French, and two just pictures and French.</p> <p>Students go through listening exercise where they write down the price of the items based on what they hear in the dialogue.</p> <p>Teacher talks through each station directions and then students begin at first location. Stations also posted visually on the board.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | | |
| <p>Student responsibility and independence</p> | <p>Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.</p> | <p>Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.</p> | <p>Implements instruction that provides multiple opportunities for students to develop independence as learners.</p> | <p>Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.</p> |
| <p>Notes: Teacher goes through vocabulary and cold calls students to give each pronunciation a chance.</p> <p>After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> | | | | |

CCT Teacher 3c

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|--|--|--|---|
| <p>INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.</p> <p>Criteria for student success</p> | <p>Does not communicate criteria for student success</p> | <p>Communicates general criteria for student success.</p> | <p>Communicates specific observable and measurable criteria for student success.</p> | <p>Provides opportunities for students to be involved in developing or interpreting criteria for student success.</p> |
| <p>Ongoing monitoring of student learning</p> | <p>Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/ objective.</p> | <p>Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p> | <p>Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.</p> | <p>Promotes students' self-monitoring and self-assessment to improve their learning.</p> |
| <p>Feedback to students</p> | <p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p> | <p>Provides feedback that partially guides students toward the intended instructional outcomes.</p> | <p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p> | <p>Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.</p> |
| <p>Notes: Do Now - Write the name of each object 4 objects projected on the board Teacher checks on student work status in French, goes around and checks work, documenting their process in book and on paper. Teacher speaks through the exercise in French in terms of student expectations for assignment. Teacher takes down data at each station for each rotation on current progress. After practice at stations, teacher gives students exit ticket with 6 minutes remaining. Exit ticket has reading comprehension questions. Questions are in line with each station. Exit ticket has reading, writing.</p> <p>Notes: Teacher checks on student work status in French, goes around and checks work, documenting their process in book and on paper. Teacher goes around and checks with all 4 groups during each rotation. Teacher asks students questions based on their prompts and questions. Teacher takes down data at each station for each rotation on current progress. Teacher gives feedback form that allows teacher to student feedback on learning and student to teacher feedback on process of learning.</p> <p>Notes: Teacher checks on student work status in French, goes around and checks work, documenting their process in book and on paper. Teacher goes around and checks with all 4 groups during each rotation. Teacher asks students questions based on their prompts and questions. Teacher takes down data at each station for each rotation on current progress.</p> | | | | |

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| | Teacher gives feedback form that allows teacher to student feedback on learning and student to teacher feedback on process of learning. | | | |
| Instructional adjustment | Makes no attempts to adjust instruction. | Makes some attempts to adjust instruction that is primarily in response to whole group performance. | Adjusts instruction as necessary in response to individual and group performance. | Provides opportunities for students to independently select strategies that will be effective for them as individuals. |
| | Notes: When technical difficulty with volume happens, students comes to help teacher and fix it. Sound is not working and teacher adjusts by verbalizing as the video continues. | | | |
| Rubric Score: 14/16 | | | | |

Domain 4: Professional Responsibilities & Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

CCT Teacher 4a

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|--|---|---|---|---|
| INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning. Teacher self-evaluation and reflection and impact on student learning | Insufficiently reflects on/analyzes practice and impact on student learning. | Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice. | Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| Response to feedback | Does not respond to supervisor or peer feedback and recommendations for improving practice. | Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited. | Responds to supervisor or peer feedback and makes changes in practice based on feedback. | Proactively seeks supervisor or peer feedback in order to improve a range of professional practices. |
| Professional learning | Does not engage in professional learning activities. | Engages in relevant professional learning but application to practice is limited. | Engages in relevant professional learning and applies new learning to practice. | Takes a lead in and/or initiates opportunities for professional learning with colleagues. |
| Notes: Teacher takes feedback on calling out standards and objectives and improves practice. | | | | |

SIOP, PL w/ faculty

Rubric Score: 9/12

CCT Teacher 4b

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|--|---|--|---|
| INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning. Collaboration with colleagues | Does not collaborate with colleagues to improve teaching and learning. | Minimally collaborates with colleagues to improve teaching and learning. | Collaborates with colleagues to improve teaching and learning. | Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning. |
| Professional responsibilities and ethics | Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . | Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice. |

Rubric Score: 6/8

| Criteria | Below Standard | Developing | Proficient | Exemplary All characteristics of Proficient, plus one or more of the following: |
|---|--|--|---|---|
| | | | | |
| <p>CCT Teacher 4c Observation Feedback: Dear XXX</p> <p>Interactions in the positive. Student diversity experiences and for learning are established and encouraged to questions their peers and expectations are Students have the capacity routines with fidelity and maximizes instructional</p> <p>Literacy strategies are content accuracy helps Instructional purpose is purposeful and appropriate Instruction is adjusted as actionable feedback is monitoring and students self-assess and provide teacher. Specific and also established. A diversity questions, and groupings opportunity to establish</p> <p>One area of growth is to amount of student voice in executed well already, but continue to establish even process. Continue that work!</p> | <p>INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.</p> <p>Positive school climate</p> | <p>Complies with efforts to develop and/or sustain a positive school climate.</p> | <p>Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.</p> | <p>Leads efforts to improve and strengthen the school climate.</p> |
| <p>Family and community engagement</p> | <p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</p> | <p>Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.</p> | <p>Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.</p> | <p>Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.</p> |
| <p>Culturally responsive communications</p> | <p>Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.</p> | <p>Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.</p> | <p>Interacts with students, families and the community in a culturally respectful manner.</p> | <p>Leads efforts to enhance culturally respectful interactions with students, families and the community.</p> |
| Rubric Score: 10/12 | | | | |

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Teacher E Completion of TEAM Module 1 Reflection Report

Congratulations. You have met all the criteria for successful completion of Module 1.

Criteria 1: Development of New Learning

You described how you developed new learning.

You explained what you learned from your selected activities and resources and/or your thinking more deeply about your practice.

Criteria 2: Impact on Practice

You explained, using specific examples and evidence, how your practice is different.

Criteria 3: Impact on Students

You explained, using specific examples/evidence, how student performance/learning has improved as a result of the changes in your teaching practice.

Appendix 5. Teacher F Module 4 TEAM Reflection

Module 4: Assessment

Grade: 9

Subject: Biology

Indicator: 1: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by: Indicator 1: Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.

Goal: I will research and develop a system to provide clear feedback to students on formative and summative assessments. I will also find ways to incorporate peer and self-assessments during and after project completion.

Initial Summary:

Currently, in my classroom, there is a problem of students not reading teacher feedback on formative and summative assessments. The majority of students will leave these assessments in the classroom instead of taking them home to look at the feedback I provided. Working with my TEAM mentor and researching articles related to the topic, I will come up with a way for students to go over teacher feedback through peer collaboration. My school has a strong focus on Project Based Learning so I will implement a way to track student understanding of material through formative assessments which will be created so that they are relevant to the unit of study. Data and teacher observations will be collected to measure how effective this new method is while hopefully showing an increase in student test scores and understanding.

Reflection Paper:

In order to complete my personal growth goal for this module, I met with my TEAM mentor to review the CCT performance profile during one of our weekly meetings at the beginning of my second year of teaching. We reviewed the assessments from my first year of teaching. I informed my mentor that at the beginning of my first year I was very conscientious about providing feedback on all assignments whether formative or summative. But then as the year went on I realized that the majority of students simply did not read my feedback. Not only did they not read the feedback – they would just throw out both the feedback sheets and the physical copies of assignments. Since they were not reading them anyway I began decreasing the amount of feedback I provided to the students regarding their assessments. After talking about this with my mentor, we decided that this year we would implement a way that would give students feedback on formative and summative assessments and make sure that students could use this feedback in a way to learn not just about the subject matter but how to succeed in all high school classes. We were hopeful that this new way would at least get them to read the feedback I provided.

Myself and my TEAM mentor, who would have me meet my personal growth goal through research and implementation relating to feedback and assessments, set up an 8-week timeline. I would start by going through a unit similar to what I had done the previous year. This would be a baseline to see if I could achieve my goal by the end of 8-week timeline. My TEAM mentor liked the idea and told me to just go through the first unit as I would have done the

previous year. We also made sure that I kept data and observed what was happening with feedback that I provided to students.

The first unit of this module was on the geological history of the earth and how it led to the existence of all life. We started by having students complete a Webquest on the subject matter. I read through each student's work and left positive and constructive feedback for each student. After returning all of the Webquests, I asked how many students actually looked through the feedback that I had provided. 15% of students said that they did actually read or at least looked through the feedback that I had provided. At my school, we have a strong focus on Project Based Learning. I wanted to do something similar to last year for this baseline unit. I had students work in groups of 3-4 students. This was the first major unit of study in my course so I allowed students to pick their own groups to see who and how well they worked together. I provided the students with a rubric for the project, which I would be using for grading. While the students worked together for the next few class periods, groups were constantly asking me what to include in the project. I tried to make this an inquiry approach where students had freedom of including what they would like but needed to include many key historical events that were outlined in the rubric I gave them. When I asked the students if they looked at the rubric they said they had not. One group even said, "There's a rubric for this?" This was my first indicator of something that I needed to work on throughout the timeline of this module. At the end of the project, I had students do a gallery walk where they could provide feedback to their peers' projects. I observed that students would just write "Good Job" or "I like the project." After the project was complete, I graded using the rubric I designed for this particular project, the same rubric which I had given to the students at the beginning of the unit. I provided feedback on each group's work where it was needed on the rubric. I gave the rubrics back to students so they could see their grades and knew where their project needed improvement. When the period was over I noticed that well over 50% of students left these rubrics on their desks as they left the class. At the end of the unit I had the students take a test on the Geological Timescale unit. I provided feedback on each student's test and left a note as to where they could improve in the future. These included various study methods and what to be looking at throughout the unit. Once I handed back the test, I noticed that around 30% of students left their tests on their desks when they left at the end of class. The next day, I asked how many students looked through their test, like the formative Webquest I assigned earlier in the unit, less than 15% of students actually looked back through their work to see the feedback I provided. Basically they just wanted to look at the grade they received. The last part of the unit was a reflection where the students had the opportunity to give their own feedback about the unit. After reading through the reflections, more than 75% of students responded with one word answers like "I liked the unit" or "Nothing should be changed in the unit." I knew that I had to come up with a way to make sure that students were not only reading but also using the feedback I provided to understand where they went wrong and what they can do in the future to make the most of my class.

After this baseline unit was complete, I met with my TEAM mentor to review how the unit went. We discussed that data as well as the observations I made throughout the unit. The major dilemma was how do I actually get all of the students to read and use the suggestions I give them in their feedback sheets? I would need to fix this in order to meet my personal growth goal. I would also need to implement peer and self-assessments throughout the project to make sure students were actually learning by using these peer and self assessments. My TEAM mentor suggested that I research some of these methods through resources I have available. We would then discuss this in our next meeting.

After spending countless hours reading through published articles, I came across “*Using Formative Assessments to Individualize Instruction and Promote Learning*” by Juliann M. Kaften, Gayle A. Buck, and Alysa Haack. In the article they discuss that teachers design assessments (tests) to make sure that the information being taught are in fact being learned and understood by the students. Students often just ‘study for the test’ so that they can get a good grade, when in fact they are short changing themselves by not looking at the unit as a whole concept. They need to realize that in learning and understanding these ‘parts’ of the unit – the ‘parts’ add up to the whole concept. So if they don’t retain the knowledge but simply studied it for the test then they will not understand the whole concept.

The article goes on to say how students working together promotes them to learn together, from each other, while completing assessments or projects. This struck an idea in my head that could work for my classroom.

I told my TEAM mentor that my idea was to have students go over their assessments in small groups using the feedback I provided. This would allow for personal reflection as well as a guaranteed way that I would know that they are reading my feedback. My mentor liked the idea and told me to try it out. We also discussed how we would incorporate self and peer assessments throughout the project. I came up with the idea of doing scheduled check ins throughout the project. Students would need to update me on how the project was developing, what their ultimate goal for completion was and if there were any questions or concepts that needed clarification. I was to use this concept on the next unit and try these methods out. I would also collect data and observe how effective this new method was in the classroom.

We were halfway through the 8-week timeline that I had devoted for this module. The next unit we were going over was the structure of the Eukaryotic cell. I wanted to make sure to see the progression of student learning throughout so I gave the students a pre-test on the material that we would be covering. The average on this assessment for my 3 classes was 67%. I returned these pre-tests to students. We then went through each question as a class discussing the concepts and terms, which were unclear to them. I then recollected the pre-tests so that students would not leave them behind or lose them. For this unit students would be working in groups of 3 to make a 3D model of a Eukaryotic cell. I wanted to put an Inquiry focus on this so I let students come up their own ideas on how they could make a 3D model of the cell. Once again, I provided a rubric that included the major concepts I would be looking for in the project. However, I also wanted to give the students some leeway so that they could be creative and work collaboratively to make a project that allowed them to learn all of the organelles of the cell while making the 3D model. Groups came up with different materials to use to make their 3D model. Some thought using Styrofoam, others a sports ball, and one group even decided to use a 3D printer to make the eukaryotic cell. In addition to working on the project in class, I assigned the students a formative homework assignment. Students would need to do a virtual tour of the cell online and answer questions that aligned with the tour. I graded these and provided feedback. In class the next day, I had groups spend time looking back over the homework assignment. They talked to one another about what they learned and how they could use this to help with the project. I observed success with this with 90% of groups actually discussing the material. I then let students continue working on their projects. It seemed that groups were now aware of the organelles within the cell that were needed in the 3D model. I wandered around the class while they working and asked how the projects were going. The majority of students were excited to keep working through the

period. Towards the end of the period, I asked students if they wanted me to assign another homework assignment to help their understanding of the project. Around 75% of students wanted me to. Since this was more than half of the class I assigned another homework assignment. The students would again watch a video on the Eukaryotic cell and answer questions that went along with it. I graded these and the following day had the students discuss the assignment in small groups. I observed 100% of students talking about subject matter relevant to the topic. After conversation started to drift from the topic, I let students start working on their projects. As the students worked, I went around and randomly asked students questions about various organelles that were included in the project. The majority of students were able to answer my questions with knowledge on the function of various organelles. The following day, the projects were complete, so I had the students put their projects around the room for a gallery walk. To my surprise, the feedback on the students' projects was more than just "Good job!" Students actually left feedback such as correcting the function of an organelle or building upon what was already displayed by the group. I was very pleased to see this compared to the first unit's gallery walk. I then used the rubric I designed for this project to grade and provide feedback to all students. The next day, I gave groups time to look over their graded rubrics and discuss what they did well on and what could be done for future projects. I let the students use the remainder of the period to study for the exam that we would be having the following day. I told them some great ways of studying are to look back through the homework and classwork assignments that were completed through the unit. Students could study with each other or by themselves. I noticed that around 80% of students studied together. I was perfectly okay with this because some students like to study by alone while others prefer to study together. I even had one group ask me to review some of the material on the board. I was very happy with the students' interest in studying for the exam. The next day, the students took the end of the unit exam. To my surprise the average test score among my 3 classes was 82%. I wish it was a 100% but this was a 15% increase from the pre-test at the beginning of the unit. After I graded and provided feedback on each student's test, I let students go over them for half of class period with their peers. For the other half of the period, I had students complete a reflection on the unit. I read through the reflections and noticed that they were much more descriptive to that of the first unit's reflection. Students actually elaborated on what they learned and pointed out what they liked and disliked about the unit. The one thing that stuck out was that 90% of students said they enjoyed spending time in class to collaborate with their peers about the formative assessments. This helped them work together to make their project better. I was delighted to see this worked out for the unit.

I met with my TEAM mentor following the success of this unit. My mentor was delighted to hear the data results and observations I made about how much better this unit ran than the baseline one. We talked about how I could keep this design for student collaboration while looking over teacher feedback. Students were able to receive assessment feedback throughout the duration of the project that allowed me to see that they were learning and understanding the subject matter. Now that the 8-week timeline for this module was at a close and with thanks to the help of my TEAM mentor, I can say that I met my personal growth goal of developing a system to provide clear feedback to students on formative and summative assessments as well as incorporate peer and self-assessments during and after project completion. I will continue to work on making this feedback method more useful to students to promote growth in my classroom.