

Summary Report

Teacher:

Mallory Kneeland

Evaluator(s):

Monica Garcia

School:

Rosa Parks Elementary

Scheduled Meeting Dates:

Summary Conference: 04/26/2013

Support Team Meetings:
10/24/2012
01/23/2013
03/15/2013
04/23/2013

Pre-Conference Meetings:

Observations:

Post Observation Meetings:

Annual Goals

Our goal this year is to develop a collaborative team based on PLC philosophy, centering the collaborate around the content area of writing.

DOMAIN 1: PLANNING AND PREPARATION

OVERALL LEVEL OF PERFORMANCE FOR DOMAIN 1: PLANNING AND PREPARATION

Unsatisfactory	Basic	Proficient	Distinguished
----------------	-------	------------	---------------

COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Unsatisfactory	Basic	Proficient	Distinguished
Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content and the Structure of the Discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of Prerequisite Relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

10/1/12 During daily schedule the learning target math slide listed prerequisite requirements needed.

Knowledge of Content-Related Pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
--	---	---	---	--

COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS

Unsatisfactory	Basic	Proficient	Distinguished
Teacher displays little or no knowledge of students' cultural heritage, skills, special needs, or interests, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' cultural heritage, skills, interests, and special needs but displays this knowledge only for the class as a whole.	Teacher demonstrates thorough understanding of students' cultural heritage, skills, interests, and special needs and uses this knowledge for groups of students.	Teacher demonstrates extensive understanding of students' cultural heritage, skills, interests, and special needs, and applies this knowledge in planning learning experiences for groups and individual students.

COMPONENT 1C: SELECTING INSTRUCTIONAL OUTCOMES

Unsatisfactory	Basic	Proficient	Distinguished
Outcomes represent low expectations for students and lack of rigor. Outcomes are unsuitable for students, or are stated only as instruction activities, and they do not permit viable methods of assessment.	Outcomes represent moderately high expectations and rigor. Outcomes consist of a combination of outcomes and activities, some of which permit viable methods of assessment.	Most outcomes represent high expectations and rigor and are written in the form of student learning. Outcomes reflect opportunities for integration and permit viable methods of assessment.	All outcomes represent high expectations and rigor. Outcomes reflect different types of learning and opportunities for integration both in the discipline and related disciplines; they permit viable methods of assessment.

COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES

Unsatisfactory	Basic	Proficient	Distinguished
Teacher is unaware of resources to enhance content and pedagogical knowledge or of school or district resources available for students.	Teacher displays awareness of resources available for enhancing content and pedagogical knowledge or of school or district resources available for students.	Teacher displays awareness of resources to enhance content and pedagogical knowledge of school or district resources available for students. Teacher displays some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

COMPONENT 1E: DESIGNING COHERENT INSTRUCTION

Unsatisfactory	Basic	Proficient	Distinguished
The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic. Learning activities are not designed to engage students in active intellectual activity. Materials, resources, and/or instructional groups do not support instructional outcomes, offer variety, or engage students in meaningful learning.	The lesson or unit has a recognizable structure, although it is not uniformly maintained throughout. Most time allocations are reasonable. Only some of the learning activities represent a moderate cognitive challenge for students, but with no differentiation for different students. Some materials, resources, and/or instructional groups support instructional outcomes, offer variety, and engage students in meaningful learning.	The lesson or unit has a clearly defined structure around which activities are organized and time allocations are reasonable. Most of the learning activities represent significant cognitive challenge for students and offer differentiation for different groups of students. All materials, resources, and instructional groups are varied as appropriate and engage students in meaningful learning.	Lesson/unit structure is clear, coherent, allowing for different pathways for diverse student needs. Learning activities engage students in high-level cognitive activity with differentiation for individual learners. All materials, resources, and instructional groups are varied and appropriately engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation and choice in selecting materials, resources, and patterns of instructional groups.

COMPONENT 1F: DESIGNING STUDENT ASSESSMENTS

Unsatisfactory	Basic	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes. Proposed approach contains no criteria and standards. Teacher has no plans to use assessment results in designing future instruction.	Only some of the instructional outcomes are assessed through the proposed approach. Assessment criteria and standards are not clear. Approach to use formative assessment is rudimentary and teacher's plans to use assessment results to plan for future instruction for the class as a whole.	All instructional outcomes are assessed through the approach to assessment. Assessment criteria and standards are clear and assessment methodologies may have been adapted for groups of students. Teacher has a well-developed strategy for using formative assessment and plans to use assessment results to plan for future instruction for groups of students.	Proposed approach to assessment is aligned with instructional outcomes in both content and process. Assessment methodologies are adapted for individual students as needed. Assessment criteria and standards are clear; there is evidence that students contributed to the development. Approach to using formative assessment is well designed and includes student use of assessment information. Teacher plans to use assessment results to plan for future instruction for individual students.

Notes/Evidence for Domain 1: Planning and Preparation

Summary Notes: Ms. Kneeland has met with her grade level colleagues throughout the school year to plan lessons and units. As a team, they have used district CDSAs to assess student learning and they have implemented protocols for norming student work. The team has then developed subsequent unit and lesson plans to address student learning needs.

Summary Conference Notes: Writing has been an area where Ms. Kneeland has wanted to focus on writing. Ms. Kneeland feels that her confidence and strength in teaching writing has increased. All of the students have grown in their writing. Conventions were an area of concern based upon their first assessment. Through team discussions, Ms. Kneeland developed a cohesive plan to address conventions. Examples include taking notes on

convention rules in writing. She also focused on writing across content areas. For example, students revise their writing in science and math. Because of this cross – disciplinary connection, students are more cognizant of their writing.





Students have been working smaller, short term projects in addition to the larger projects. Examples include writing small pieces for the newsletter and the Symphony reviews that were written following a visit to the Symphony. In Literature study, students completed a character analysis following a set of smaller writing assignments leading up to the large project.

DOMAIN 2: THE CLASSROOM ENVIRONMENT





OVERALL LEVEL OF PERFORMANCE FOR DOMAIN 2: THE CLASSROOM ENVIRONMENT

Unsatisfactory	Basic	Proficient	Distinguished
			





COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

Unsatisfactory	Basic	Proficient	Distinguished
			
Teacher interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of students. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. Students do not demonstrate disrespect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher, and student-student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust and respect the teacher. Students demonstrate genuine care and respect for one another and take responsibility for monitoring one another's treatment of peers.





COMPONENT 2B: ESTABLISHING A CULTURE FOR LEARNING

Unsatisfactory	Basic	Proficient	Distinguished
			
The classroom does not represent a culture for learning and is characterized by low teacher commitment to the content, and low expectations for student achievement. Students demonstrate little or no pride in their work and do not seem motivated to do high-quality work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the content, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the content on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the content.

COMPONENT 2C: MANAGING CLASSROOM PROCEDURES

Unsatisfactory	Basic	Proficient	Distinguished
			
Students not working directly with the teacher are not productively engaged in learning. Transitions are chaotic, and classroom routines and procedures are either nonexistent or inefficient, resulting in significant loss of instruction time.	Students in only some groups are productively engaged in learning. Only some transitions are efficient, and classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Small-group work is well organized, and most students are productively engaged in learning. Transitions occur smoothly, and classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, and classroom routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation.

COMPONENT 2D: MANAGING STUDENT BEHAVIOR

Unsatisfactory	Basic	Proficient	Distinguished
			
No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher response to	Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior, but may miss activities of some	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate, successful, and respects	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their

misbehavior is either non-existent or overly repressive, and does not respect the student's dignity. students. Teacher attempts to respond to student misbehavior but with uneven results. students' dignity. Student behavior is generally appropriate. own and peer behavior. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	<input type="radio"/> No standards of conduct appear to have been established, or students are confused as to what the standards are.	<input type="radio"/> Standards of conduct appear to have been established, and most students seem to understand them.	<input type="radio"/> Standards of conduct are clear to all students.	<input type="radio"/> Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	<input type="radio"/> Student behavior is not monitored, and teacher is unaware of what the students are doing.	<input type="radio"/> Teacher is generally aware of student behavior but may miss the activities of some students.	<input type="radio"/> Teacher is alert to student behavior at all times.	<input type="radio"/> Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.

10/1/12 Students fill out a comprehensive daily chart with rubric included designed for self reflection.

Response to Student Misbehavior	<input type="radio"/> Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	<input type="radio"/> Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	<input type="radio"/> Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	<input type="radio"/> Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
--	--	---	---	---

COMPONENT 2E: ORGANIZING PHYSICAL SPACE

Unsatisfactory	Basic	Proficient	Distinguished
<input type="radio"/> Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	<input type="radio"/> Teacher's classroom is safe, and essential learning is accessible to most students, but the furniture arrangement only partially supports the learning activities.	<input type="radio"/> Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources skillfully and ensures that the furniture arrangement supports the learning activities.	<input type="radio"/> Teacher's classroom is safe, and students themselves ensure that all learning is equally accessible to all students. Both teachers and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Accessibility	<input type="radio"/> The classroom is unsafe, or learning is not accessible to some students.	<input type="radio"/> The classroom is safe, and at least essential learning is accessible to most students.	<input type="radio"/> The classroom is safe, and learning is equally accessible to all students.	<input type="radio"/> The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of Furniture and Use of Physical Resources	<input type="radio"/> The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	<input type="radio"/> Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	<input type="radio"/> Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	<input type="radio"/> Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

10/1/12 Bulletin boards include on topic information for a variety of subjects including: social studies timeline and historical documents; scientific

method; reading strategies and genres, award winning books. Also displayed: student work, class rules and community life skills.

Notes/Evidence for Domain 2: The Classroom Environment

DOMAIN 3: INSTRUCTION

OVERALL LEVEL OF PERFORMANCE FOR DOMAIN 3: INSTRUCTION

Unsatisfactory <input type="radio"/>	Basic <input type="radio"/>	Proficient <input checked="" type="radio"/>	Distinguished <input type="radio"/>
---	--------------------------------	--	--

COMPONENT 3A: COMMUNICATING WITH STUDENTS

Unsatisfactory <input type="radio"/>	Basic <input type="radio"/>	Proficient <input checked="" type="radio"/>	Distinguished <input type="radio"/>
Teacher's purpose in a lesson or unit is unclear to students. Directions and procedures are confusing to students, and explanations of content are unclear. Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher attempts to explain the instructional purpose, with limited success. Explanation of content is uneven. Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Explanation of content is appropriate and connects with students' knowledge and experience. Teacher communicates directions and procedures clearly and accurately to students, both orally and in writing.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, and links that purpose to student interest. Explanation of content is imaginative, anticipates possible misconceptions, and connects with students' knowledge and experience. Students contribute to explaining concepts to peers. Teacher communicates directions and procedures clearly and accurately, both orally and in writing.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	<input type="radio"/> Teacher's directions and procedures are confusing to students.	<input type="radio"/> Teacher's directions and procedures are clarified after initial student confusion.	<input type="radio"/> Teacher's directions and procedures are clear to students.	<input checked="" type="radio"/> Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.

20 March 2013. Ms. Kneeland reviewed the written instructions with students prior to their group work. Her oral instructions anticipated and addressed potential student questions: Do we have to do a whole write up for each plan? What happens if we need to redesign our container based upon early tests? How many times do we have to test? What information are we to record? (This is an example of distinguished practice for this element)

Use of Oral and Written Language	<input type="radio"/> Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	<input type="radio"/> Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	<input checked="" type="radio"/> Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	<input type="radio"/> Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
----------------------------------	--	---	--	---

COMPONENT 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES

Unsatisfactory <input type="radio"/>	Basic <input type="radio"/>	Proficient <input type="radio"/>	Distinguished <input checked="" type="radio"/>
Teacher's questions reflect low	Teacher's questions are a	Most of the teacher's questions are	Teacher's questions are of uniformly

<p>cognitive challenge and are asked in rapid succession, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>combination of low and high quality, posed in rapid succession. Only some questions invite a thoughtful response. Teacher attempts to engage students in genuine discussion, with uneven results. Student participation in discussion is limited.</p>	<p>of high quality, and adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages all students in the discussion.</p>	<p>high quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students work to ensure that all voices are heard.</p>
---	--	---	---

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	<p>Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.</p>	<p>Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.</p>	<p>Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.</p>	<p>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</p>

10/12 Students were given time to correct math classroom work. The assignment had specific feedback from the teacher and she coached individually children needing support.

Discussion Techniques	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p>	<p>Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.</p>	<p>Teacher creates a genuine discussion among students, stepping aside when appropriate.</p>	<p>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</p>

20 March 2013. Students worked in groups of four to design a system for protecting an egg. Students were engaged in conversation, exploring ideas. One example of an exchange between students, which is typical of exchanges among other groups include:

St 1. What if we wrap the egg in this material and tape it to a cup?

St 2. Why would we tape it to a cup?

St 3. To protect it.

St 2. Wait, I'm not sure that will work. What if it bounces?

St 1. Oh, the cup might break. Let's think about this idea (referring to a drawing on his paper)

(This is an example of distinguished practice for this element)

COMPONENT 3C: ENGAGING STUDENTS IN LEARNING

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are not all intellectually engaged in significant learning, as a result of inappropriate activities, materials, and/or pacing, poor representations of content, or lack of lesson structure.</p>	<p>Students are only partially intellectually engaged, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.</p>	<p>Most students are cognitively engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.</p>	<p>All students are cognitively engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</p>

COMPONENT 3D: USING ASSESSMENT IN INSTRUCTION

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning, and feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self-assessment or monitoring of progress.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent. Students occasionally assess the quality of their own work against</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors progress of groups of students, making limited use of diagnostic information. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of</p>	<p>Students are aware of criteria/performance standards for evaluation and contributed to the criteria. Teacher actively and systematically elicits diagnostic information from students regarding understanding and monitors the student progress. Feedback is timely and high quality. Students use the feedback in learning; frequently</p>

assessment criteria and performance standards. their own work against assessment criteria and performance standards. assess and monitor the quality of their own work against assessment criteria and performance standards; and make active use of that information in learning.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Feedback to Students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

Ms. Kneeland uses a PQS (Praise, Question, Suggestion) protocol. Students have to conference with Ms. Kneeland and their peers as well, giving feedback to peers. Students take on an instructional role during revision and editing stages. Student comments to each other have improved from 'its good' to more specific, constructive feedback. She notes that she has taught appropriate language, the use of specific feedback and the habit of mind that feedback is good. For larger projects, a graphic organizer was used. For smaller projects, like poetry, the PQS protocol is less formal.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Student Self-Assessment and Monitoring of Progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

CDSAs have been used to assess writing. Ms. Kneeland scores prompts and returns the prompt as well as the previous prompt and then leads students in a discussion about their growth from one essay to the next. She circles each bullet that a student hits on the rubric so that students can note where they have grown and where they need to set goals. She has held 1:1 conferences with students to set goals. By circling specific bullets on the rubric allows students to see where they need to work and where they are hitting or exceeding standard.

COMPONENT 3E: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

Unsatisfactory	Basic	Proficient	Distinguished
Teacher adheres rigidly to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions or interests. When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher attempts to adjust a lesson when needed, with only partially successful results. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. Teacher successfully accommodates students' questions or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

10/1/12 Mallory posted math links on Haiku for "home access."

Notes/Evidence for Domain 3: Instruction

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

OVERALL LEVEL OF PERFORMANCE FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Unsatisfactory	Basic	Proficient	Distinguished
----------------	-------	------------	---------------

COMPONENT 4A: REFLECTING ON TEACHING

Unsatisfactory	Basic	Proficient	Distinguished
Teacher does not know whether a lesson effectively achieved its instructional outcomes, or profoundly misjudges the lesson's success. Teacher has no suggestions for how a lesson could be improved when the lesson is taught at another time.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved when the lesson is taught at another time.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried when the lesson is taught at another time.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighting the relative strength of each. Teacher offers specific alternative actions, complete with the probable success of different courses of action, drawing on an extensive repertoire of skills.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.

Ms. Kneeland identifies the following as major accomplishments for the 2012 -13 school year: *I am most proud of my work with writing and learning Haiku this year. Writing has always been an area of struggle for me. I never felt very confident in teaching it, and so made it my goal to develop meaningful units I could use with students to help prepare them for writing in middle school. I feel like I have many more tools in my teaching "tool belt" that I can use and have some comprehensive units and short-term writing projects I can use in the future. Collaborating with my teammates has allowed me to learn new methods to teach and implement my writing program. I am walking away much more confident in my teaching skills related to writing. I was so excited when Haiku was introduced this year. I jumped in with both feet and have found using it to be a very exciting and rewarding experience. I had originally set a goal of creating a simple Haiku site that students could access to retrieve basic information. It was to remain a relatively static site. However, as I began exploring the program more, I found myself finding new ways to use it so that our classroom learning would be extended into the homes of my students'. Some of the ways I incorporated Haiku was to have each student create an individual Wiki Site to support our first big research project of the year, Early Exploration. I created discussion posts and poll for students to use to enhance our classroom learning as well as created individual subject tabs where students could access hand-outs and links to educational website.*

Use in Future Teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
------------------------	--	---	--	---

Each year, Ms. Kneeland focuses on one area of her instruction to develop. This year, her focus is on writing. During each subsequent year, she is able to build upon her work, enhancing instruction to better serve students. In her reflection for this year, she notes that she will build upon her work on developing a set of strategies, lessons and units next year by creating a clear scope and sequence for writing instruction. In this way, units of studies will be linked and will build on each other.

COMPONENT 4B: MAINTAINING ACCURATE RECORDS

<p>Unsatisfactory</p> <p>Teacher's system for maintaining information on student progress and completion of assignments is in disarray or does not exist, resulting in errors and confusion. Record keeping for non-instructional activities is non-existent or ineffective.</p>	<p>Basic</p> <p>Teacher's system for maintaining information on student progress and completion of assignments is rudimentary and only partially effective. Record keeping for non-instructional activities is adequate, but requires frequent monitoring to avoid errors.</p>	<p>Proficient</p> <p>Teacher's system of maintaining information on student progress and completion of assignments is fully effective. Record keeping for non-instructional activities is fully effective.</p>	<p>Distinguished</p> <p>Teacher's system for maintaining information on student progress and completion of assignments is fully effective. Students participate in maintaining and interpreting the information. Record keeping for non-instructional activities is highly effective and students contribute to its maintenance.</p>
---	---	---	---

COMPONENT 4C: COMMUNICATING WITH FAMILIES

<p>Unsatisfactory</p> <p>Teacher provides little or no information about the instructional program. Teacher provides minimal information about individual students, or the communication is inappropriate to the culture of the families. Teacher does not respond, or responds insensitively, to family concerns about students. Teacher makes no attempt to engage families in the instructional program, or attempts are inappropriate.</p>	<p>Basic</p> <p>Teacher participates in school's activities for family communication but offers little additional information. Teacher adheres to school's required procedures for communicating with families and makes modest and partially successful efforts to engage families in the instructional program.</p>	<p>Proficient</p> <p>Teacher provides frequent information to families, as appropriate, about the instructional program. Teacher communicates with families about student progress on a regular basis and successfully engages them in the instructional program.</p>	<p>Distinguished</p> <p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to families frequently on student progress, and successfully engages them in the instructional program, and students contribute to the efforts. Response to family concerns is handled with great professional and cultural sensitivity.</p>
---	--	--	--

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Information about the Instructional Program	<p>Teacher provides little or no information about the instructional program to families.</p>	<p>Teacher participates in the school's activities for family communication but offers little additional information.</p>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program.</p>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</p>

9/20/12 Mallory contact families letting them know how their child performed and the classroom interventions implemented.

"Our class took the Topic 1 enVision Math test yesterday and your child had a bit of difficulty on one or more of the concepts covered on the test. I will continue to work with your child here at school to make sure he/she grasps these important, foundational concepts. I've also put together a custom review packet for each student who had some difficulties, covering what was missed. Please have your child work on this packet as extra homework, due by Monday. It should not take long, but it will help develop better understanding. If your child is still struggling with any of the work, please have him/her come see me during the lunch recess tutoring time offered nearly every day."

10/1/12 Weekly Kneeland Knews has Home Connection in bold print for weekly learning targets.

10/12/12 Ms. Kneeland sends Friday emails to families that include a summary of the week's learning. Included for each subject area summary is a section titled 'Home Connections.' The section is bolded so that families can quickly identify strategies, resources, and opportunities to engage their children in conversations about school. For example, this week's Home Connections included the following prompts

- "Discuss the political ads and flyers you see. What does the candidate want you to believe?"
- "Use this test to determine if your child needs help studying for tests. If your child was not successful studying on their own, plan to review the TCI website (accessed through the student portal) this weekend. Look at our current chapter (Chapter 14) together. Find the tool that highlights the main ideas, and talk about using this tool to study for the next test, which will be on U.S. Government, including chapters 14 and 15."
- "Ensure that your student is reading a non-fiction history or science book to satisfy this month's genre requirement. Discuss the book together."
- "If your child is not fluent in all basic math facts, use flashcards at home to practice. Math will become an increasing struggle without this knowledge."

This spring, students have been writing sections of the class newsletter, summarizing their learning. Each student will have an opportunity to be an editor by the end of the year.

Engagement of Families in the Instructional Program	<p>Teacher makes no attempt to engage families in</p>	<p>Teacher makes modest and partially successful</p>	<p>Teacher's efforts to engage families in the</p>	<p>Teacher's efforts to engage families in the</p>
--	---	--	--	--

the instructional program, or such efforts are inappropriate. attempts to engage families in the instructional program. instructional program are frequent and successful. instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

1 March 2013: Every Thursday, Ms. Kneeland and her fifth grade colleagues develop differentiated lessons, assign students in fifth grade to groups, and use parent volunteers to provide additional support to each math group. The team communicates the week's plans in advance of the lesson, provide instructional materials and answer keys. (This is an example of proficient practice)

Students take how work and engage their parents in the Praise, Question, Suggestion cycle that they use in writing.

COMPONENT 4D: PARTICIPATING IN A PROFESSIONAL COMMUNITY

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher's relationships with colleagues are negative or self-serving; teacher avoids being involved in a culture of professional inquiry; and avoids involvement in school and district events and projects.</p>	<p>Teacher's relationships with colleagues are cordial; teacher participates in a culture of professional inquiry; and participates in school and district events and projects when specifically requested.</p>	<p>Teacher's relationships with colleagues are supportive and cooperative; teacher participates actively in a culture of professional inquiry; and actively volunteers to participate in school and district events and projects.</p>	<p>Teacher's relationships with colleagues are mutually supportive and cooperative; teacher takes a leadership role in promoting a culture of professional inquiry. Teacher makes a substantial contribution and assumes leadership in school and district events and projects.</p>

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
<p>Relationships with Colleagues</p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</p>

10/20/12 Ms. Kneeland works with her grade-level colleagues to craft a weekly newsletter for families. The letter, sent each Friday afternoon, sends a consistent message to all 5th grade families about the content, activities, and assessments experienced by each fifth grade student.

<p>Participation in School and District Projects</p>	<p>Teacher avoids becoming involved in school and district projects.</p>	<p>Teacher participates in school and district projects when specifically asked.</p>	<p>Teacher volunteers to participate in school and district projects, making a substantial contribution.</p>	<p>Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.</p>
---	--	--	--	---

Ms. Kneeland contributed to the following building and district committees: *Building's Skyward BTE "go-to" person, MAS Facilitators Classes (year long commitment), Student Council Advisor.*

COMPONENT 4E: GROWING AND DEVELOPING PROFESSIONALLY

Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher engages in no professional development activities to enhance knowledge and skills. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p>	<p>Teacher's participation in professional development activities is limited to those that are convenient. Teacher accepts some feedback on teaching performance, with reluctance, from both</p>	<p>Teacher seeks out opportunities for professional development to enhance professional practice. Teacher welcomes feedback from colleagues and supervisors when opportunities arise through professional</p>	<p>Teacher seeks out opportunities for professional development and makes systematic effort to conduct action research. Teacher seeks out feedback from both colleagues and supervisors. Teacher initiates</p>

Teacher makes no effort to share knowledge with others or to assume professional responsibilities. supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession. collaboration. Teacher participates actively in assisting other educators. important activities to contribute to the profession.

ELEMENTS	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.

Ms. Kneeland participated in the following professional development activities: *Writer's Workshop Courses (3 classes), Beginners Haiku Course (3 classes), IT2 – Haiku training classes (once a month meetings)*

COMPONENT 4F: SHOWING PROFESSIONALISM

Unsatisfactory	Basic	Proficient	Distinguished
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that do not serve students well. Teacher makes self-serving recommendations and decisions and/or does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and decisions and recommendations are based on limited information. Teacher complies minimally with school and district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher works to ensure that all students receive a fair opportunity to succeed, and maintains an open mind and participates in team and/or departmental decision making. Teacher fully complies with school and district regulations.	Teacher has highest standards of honesty, integrity, and confidentiality, assuming leadership with colleagues. Teacher proactively serves students finding needed resources; challenges negative attitudes/practices for those that are traditionally underserved. Teacher takes a leadership role in team or departmental decisions, works to ensure decisions are based on the highest professional standards. Teacher fully complies with school and district regulations, showing leadership with colleagues.

Notes/Evidence for Domain 4: Professional Responsibilities

Ms. Kneeland offers the following reflection on her growth goal for the 2012-13 school year: "Overall, I feel my teammates and I were able to successfully collaborate around the content area of writing. Knowing that the Common Core Standards are going to become the new standards we follow across the curriculum, as a team, we worked hard to develop a year-long writing plan that incorporated those new standards. To help set a consistent expectation for grading writing this year, my teammates and I took the optional Summer CDSA and had the students complete it as a sample writing piece. We sat down together as a team after school and went through several student essays and scored them together using the District rubric. We went line by line to determine exactly what a level 4, 3, 2, 1 looked like in all four writing categories. This was a very valuable exercise for us as we were then able to be much more consistent in our expectations for writing. Based on what we saw on our initial writing assessments, it was clear writing needed to be a focus as many students demonstrated a lack of understanding around the basics of writing in one or more areas (ideas/content, organization, style, and conventions). As we progressed through the year, based on the benchmark writing assessments (CDSA's), students demonstrated consistent progress. We had (almost) weekly team meetings on Tuesday mornings from 7:00-8:00 where we were able to meet to discuss student progress in writing (along with other content areas) and develop ideas and strategies to help students improve in their writing. We used Haiku to keep logs of our meetings. Through informal observations, it was also clear students needed intense, direct instruction on grammar and conventions. Through a sharing of resources and prior knowledge, my teammates and I developed a series of lessons where students could learn those fundamental grammar skills. Students took notes during the grammar lessons in writing journals and were encouraged to apply the new learning in all of their writing opportunities. One of my personal goals this year was to be better about providing a variety of opportunities for students to work on writing. In past years, we spent a lot of time on long writing projects that involved a lot of research and culminated in a single writing sample. I wanted to continue those important writing opportunities while including more short-term writing assignments to help students become well-rounded writers. I encouraged students to apply what we'd learned so far about "writing basics" into every assignment, big or small, that we completed. Through team meetings and collaboration sessions, we came up with a variety of ways for students to work on writing. Some of the types of writing opportunities students received this year included: traveling pen pal letters with Mrs. McDonnell's class, a homework choice essay where students could write on one of three general topics that required no additional research, writing in other content areas such as reading (i.e. reading response journal entries, Haiku Discussion Board entries with their literature study groups), math (i.e. explanations/steps for solving a math problem), and science (i.e. investigative write-ups), and long-term research essays around major social studies topics like Early Exploration and Colonization. We are in the process of trying to organize two planning days. One devoted to talking with 6th grade LA/SS teachers about what they expect of their incoming students and another day to take what was learned in that discussion to develop a cohesive writing curriculum connected with the Common Core Standards. I am leaving this school year feeling much more confident in my ability to teach writing and believe my students were given the necessary tools to be successful writers in middle school."

Summary Notes: The team with which Ms. Kneeland works can best be described as 'cohesive.' They have worked together on writing, and to better serve students, they have addressed reading through their Continuous Improvement Plan Goals. In this way, they have focused their energy on both reading and writing

Goals For Next Year:

Ms. Kneeland feels that she has a set of very cohesive writing units. She suggests that a goal for next year may center on creating a scope and sequence to connects writing units through the whole year.

Current Year's Level / Year

Teacher Level 2/Year 1

Next Year's Level / Year

Teacher Level 2/Year 2

Next Year's Evaluator

Garcia, Monica

Evaluator Signature Monica Garcia

Date 4/26/2013

Teacher/Specialist Signature Malvey Kneeland

Date 4/29/2013

Based on the routine observations conducted this year, this employee has met statutory requirements.

Note: Both signatures are required. Signing this instrument acknowledges participation in but not necessarily concurrence with the contents of this report. This Summary Report will be completed by 06/01/2013. Forward one copy, ONLY, to Human Resources, place one copy in building file, and provide one copy to teacher/specialst.