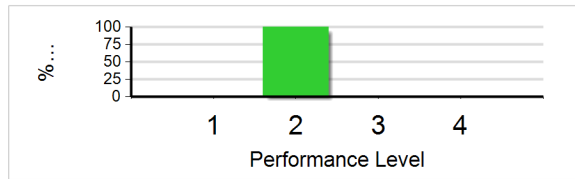


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Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.



#Error

Foundational Knowledge

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Possess a strong command of the content and related instructional strategies in the discipline(s) he or she teaches. - Understand intellectual, social, emotional and physical development of students, how they learn and how they differ. - Understand how national, state and local standards impact teaching. - Understand the components of an effective curriculum. 		

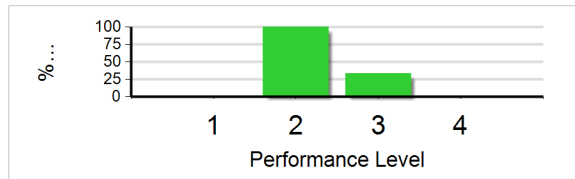
- ✓ Students can perform the taught skill, strategy, and/or process
- ✓ Teacher displays a strong command/knowledge of the content

- ✓ Students interact with the teacher and other students in appropriate ways
- ✓ Students are actively engaged

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Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.



#Error

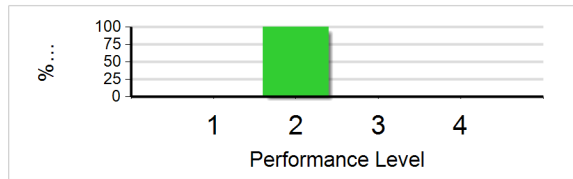
Planning and Preparation

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Plan and prepare coherent lessons aligned to standards, learning goals, and instructional objectives. - Uses a variety of appropriate, researched-based teaching strategies. - Design and adapt lessons based on student progress, assessment results, and interests. - Implement the district instructional model. 	<ul style="list-style-type: none"> - Implements coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. 	

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The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.



Good context cues to help the student develop their own meanings for the terms before you gave the actual definition.

#Error

The Learning Environment

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Establish relationships that result in a positive learning climate of openness, mutual respect, support and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. - Ensure a safe and accessible environment. - Establish, communicate, and maintain effective routines, procedures, and clear standards of conduct. - Establish high expectations for student learning. - Value individual students, their families, neighborhoods, and communities. 		

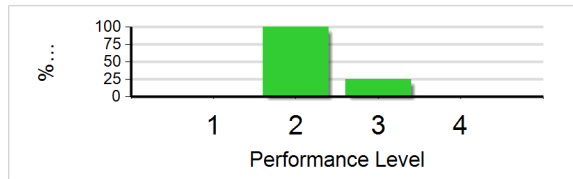
- ✓ Teacher behaves in an objective and controlled manner (limits sarcasm, avoids extremes +/-)
- ✓ Teacher communicates clearly and effectively with students

- ✓ Teacher arranges classroom to provide for accessibility to materials and resources
- ✓ Teacher gives specific feedback and encouragement

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Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.



#Error

Instructional Strategies

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Use a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. - Communicate effectively with students to promote and support high expectations for student achievement. - Engage students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. - Use existing and emerging technologies as needed to support and promote student learning. - Implement district adopted instructional strategies. 	<ul style="list-style-type: none"> - Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs. 	

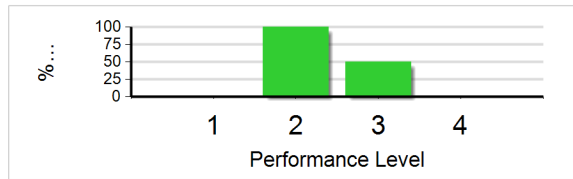
- ✓ Appropriate structure and pace of lesson
- ✓ Teacher directions & explanations are clear

- ✓ Students receive timely & appropriate feedback

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Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.



You do a good job of ensuring the learning of your students is being met by the classroom teachers. You work well to incorporate your teaching with the activities in the classroom. I thought you did a good job of having the student complete a quick assessment before you let them go back to the classroom to ensure they understood the concepts.

#Error

Assessment

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. - Compiles and reports assessment data to accurately document students progress over time. - Implements the district's assessment plan. 	<ul style="list-style-type: none"> - Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. - Seeks to assure that classroom-based assessment instrument and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. 	

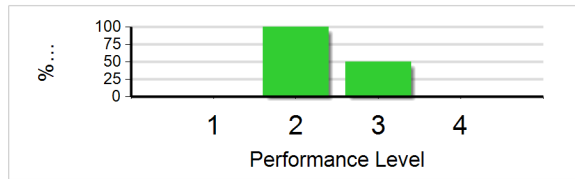
- ✓ Teacher uses multiple modes of assessment (formative & summative)
- ✓ Teacher monitors student and classroom progress and makes adjustments as necessary.

- ✓ Teacher modifies and makes accommodations in assessment based on individual student plans (IEP, 504, etc..)
- ✓ Students use data to identify strengths and weaknesses

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Professionalism

The teacher acts as an ethical and responsible member of the professional community.



#Error

Professionalism

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Protect the established rights and confidentiality of students, families and staff. - Adhere to school policies, procedures, and regulations. - Model ethical behavior in accordance with established standards. - Maintain accurate records, documentation, and data. 	<ul style="list-style-type: none"> - Actively pursues meaningful professional development. 	

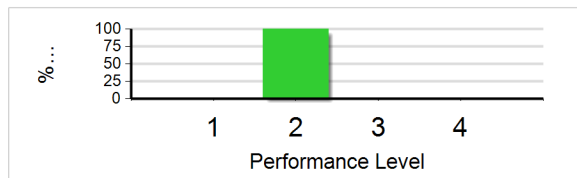
- ✓ Teacher communicates in a positive and professional manner
- ✓ Teacher establishes appropriate relationships

- ✓ Teacher communication and interaction with students is professional and appropriate for student learning.

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Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.



#Error

Vision and Collaboration

Unsatisfactory	Developing	Accomplished	Innovating
The Teacher DOES NOT:	The Teacher DOES	The teacher consistently demonstrates previous performance expectations and:	The teacher consistently demonstrates previous performance expectations and:
	<ul style="list-style-type: none"> - Participate in the development and implementation of the school's vision, mission, and goals for teaching and learning. - Contribute to the School Improvement Process. - Establish and maintain collaborative professional relationships. - Collaborate with students, parents, families, and the community to create meaningful relationships that enhance the learning process. 		

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Mrs. Ryan was observed in 11/15/2012 from 10:40 - 11:20. The groups that were observed were the 1st and 2nd grade groups. Mrs. Ryan has also been observed at MDT & IEP Meetings all semester.

You did a nice job of using context clues to help the students discover the words before giving them the meaning. I thought you also did a nice job of having the student provide their own meaning of the terms.

Throughout the year, you have done a good job of managing the IEP meetings and helping to ensure that students needs are meet through the accommodations and modification made through the IEP. You have also done a good job of communicating to teachers when the MDT/IEP meetings are in advance of the meeting.

This is to verify that we have read and discussed the above report:

ConferenceDate: _____ Evaluator: _____ Teacher: _____