

Employee:

Tomilya Simmons (/users/detail/5dbd2cbeda07092c8dad5f6d)

Group:

Renaissance Charter School at Poinciana

Academic Year:

2019-2020

Employee Category:

Category 1 (1-3 Years)

Survey Type:

Informative (Mid-Year)

Observed By:

Deshawn Brookshi ▼

Observed:

Thursday, December 5, 2019

Grades Observed:

Grade 3

Subjects Observed:

math

Progress:

completed

WELL-MANAGED LEARNING ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

https://performix.charterschoolsusa.com/print/index

1/35

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #1

Strategies are used which result in respectful student-student and student-teacher interactions.

- ☒ Pleasant teacher and student expressions

☒ Engagement in peer questions/discussions with minimal conflict
- ☐ Climate attributes to high expectations

☐ Equitable environment (culturally diverse)
- ☐ Appropriate communication (oral and written)

☐ Other (When 'Other' is checked: comment is required)

Comments:

Deshawn Brookshire says,

Your students were working in math centers. They knew the procedures and expectations.

12/5/2019, 9:56:05 AM

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #2

Strategies are used which result in students following classroom expectations and working well with others.

- | | |
|--|---|
| <input type="checkbox"/> Use of verbal and nonverbal cues | <input checked="" type="checkbox"/> Appropriate communication |
| <input checked="" type="checkbox"/> Occupying the room | <input checked="" type="checkbox"/> Divides attention as necessary |
| <input type="checkbox"/> Effective re-teaching or additional practice for ineffective procedures | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Deshawn Brookshire says,

Great job circulating during centers.

12/5/2019, 9:56:31 AM

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #3

Strategies are used which result in smooth and efficient transitions.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Clear/explicit instruction | <input checked="" type="checkbox"/> Use of timer |
| <input checked="" type="checkbox"/> Consistently following a plan | <input type="checkbox"/> Clear procedures and routines referenced and posted |
| <input type="checkbox"/> Well-planned systems | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Deshawn Brookshire says,

Your students rotated to the next center with a smooth transition.

12/5/2019, 9:58:27 AM

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #5

Strategies are used which result in students knowing classroom routines, procedures, behavior expectations, and consequences.

- ☒ School-wide expectations posted

☒ Classroom expectations are posted
- ☒ Classroom environment is conducive to learning

☐ Multiple steps for redirecting negative behavior and reinforcing positive behavior
- ☐ Productive learning environment for all students

☐ Well-planned management systems
- ☐ Other (When 'Other' is checked: comment is required)

☐ Teacher actively monitors classroom environment and assists with implementation of expectations

Comments:

Section Comments

Deshawn Brookshire says,

You used Class Dojo to keep the students on task during centers.
This is a great technique.

Section Summary

Not Using	0
Beginning	1
Developing	3
Applying	0
Innovating	0
Omitted	0

12/5/2019, 10:00:33 AM

EQUITABLE LEARNING ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #6

Strategies are used which result in differentiated learning opportunities and activities.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Use of data to drive instruction | <input type="checkbox"/> Groups identified for small-group instruction |
| <input type="checkbox"/> Identifying skills practice vs. informational knowledge | <input checked="" type="checkbox"/> Activities are targeted and align to objective and/or skill development |
| <input type="checkbox"/> Includes varied activities and strategies | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Deshawn Brookshire says,

Please see me to discuss next steps. Thank you for allowing me to visit you and your students.

12/5/2019, 10:15:33 AM

Choose a Score

- ☐ (0) Not Using
 - ☒ (1) Beginning
 - ☐ (2) Developing
 - ☐ (3) Applying
 - ☐ (4) Innovating
 - ☐ Not Observed/Not Applicable
- No History

Indicator #7

Strategies are used which result in equal access to classroom discussions, activities, resources, technology, and support.

- ☒ Link new content to student's prior knowledge or previous lessons in order to engage students
- ☒ Opportunities for students to enhance learning through processing
- ☐ Purposeful grouping and/or discussions used to enhance learning through structured activities
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #8

Strategies are used which result in expectations and consequences that are fair, clear, and consistently enforced.

- ☐ Clear procedures are posted and referenced

☒ Teacher displays "withitness"
- ☐ Effective redirection of inappropriate or offtask behavior

☒ Awareness of inappropriate behavior
- ☒ Creates a climate of openness, inquiry, and support

☐ Consistently following a plan
- ☐ Other (When 'Other' is checked: comment is required)

☐ Multiple steps for supporting students in being successful
- ☐ Uses conflict resolution, mediation, etc.

Comments:

Deshawn Brookshire says,

You used Class Dojo to keep the students on task during centers.
This is a great technique.

12/5/2019, 10:00:33 AM

Section Comments

Section Summary

Not Using	0
Beginning	1
Developing	2
Applying	0
Innovating	0
Omitted	0

HIGH EXPECTATIONS ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

Choose a Score

- ☐ (0) Not Using
 - ☐ (1) Beginning
 - ☒ (2) Developing
 - ☐ (3) Applying
 - ☐ (4) Innovating
 - ☐ Not Observed/Not Applicable
- No History

Indicator #10

Strategies are used which result in students knowing and striving to meet the high expectations.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Conveys high expectations for all students | <input checked="" type="checkbox"/> Actively monitoring/tracking student success and/or needs |
| <input checked="" type="checkbox"/> Actively supports and guides student goal setting | <input type="checkbox"/> Lessons are well planned and guide students toward mastery of the objective |
| <input type="checkbox"/> Opportunities are provided for students to extend learning beyond mastery of the standard | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #14

- Strategies are used to ensure students ask/respond to questions that require higher-order thinking (e.g., applying, evaluating, synthesizing).
- ☒ Verbal recognition/feedback

☐ Teacher probes for deeper thought/explanation
- ☐ Incorporates wait time, processing time, and employs the productive struggle

☐ Provides opportunities for students to think critically, compare/contrast, investigate, examine, and apply content to real-world scenarios
- ☐ Project-based learning activities

☐ Other (When 'Other' is checked: comment is required)

Comments:

Deshawn Brookshire says,

Displaying and tracking the NWEA data is a great way to motivate students and hold them accountable.

12/5/2019, 10:06:02 AM

Section Comments

Deshawn Brookshire says,

Your students rotated to the next center with a smooth transition.

12/5/2019, 9:58:27 AM

Section Summary

Not Using	0
Beginning	1
Developing	1
Applying	0
Innovating	0
Omitted	0

SUPPORTIVE LEARNING ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

Choose a Score

- ☐ (0) Not Using
☒ (1) Beginning
☐ (2) Developing
☐ (3) Applying
☐ (4) Innovating
☐ Not Observed/Not Applicable

No History

Indicator #16

Strategies are used to ensure students have positive attitudes about the classroom and learning.

- ☒ Positive reinforcement of student learning
☒ Positive student teacher relationships
☐ Celebration of student success
☐ Learning is challenging but attainable
☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #18

Strategies are used to ensure students receive support and assistance to understand content and accomplish tasks.

- ☐ Teacher sets up active, scaffolded supports

☐ Supports are aligned to mastery of standards and goal attainment
- ☐ Small groups are aligned to student needs, based on data

☒ Goal setting posted and visible in classroom
- ☒ Goal setting sheets updated by students

☐ Teacher models every step, with guided practice for each step moving from easy practice to more difficult practice and group practice to independent practice
- ☒ Tracking progress

☐ Use of PLPs
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Section Comments

Deshawn Brookshire says,

You worked with a small group of students and you also walked around the classroom to check in with the students working at their center stations.

Section Summary

Not Using	0
Beginning	1
Developing	1
Applying	0
Innovating	0
Omitted	0

12/5/2019, 10:07:15 AM

ACTIVE LEARNING ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #19

Strategies are used to ensure students have several opportunities to engage in discussions with the teacher and other students.

- ☐ Students are held accountable for participating in turn/talks, Socratic circles, fish bowls, think/pair/share, mix-n-match, power teaching, etc.

☐ Multiple opportunities to engage in student generated discussion
- ☒ Student knowledge is monitored and assessed

☒ Engaged in student discourse through varied activities
- ☐ Other (When 'Other' is checked: comment is required)

☐ Teacher holds regular meetings with students around PLPs and other goals

Comments:

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #21

Strategies are used to ensure students are actively engaged in the learning activities.

- ☐ Optimal learning opportunities are presented for students to interact with the content
- ☒ Opportunities to check for understanding are used
- ☐ 100% participation evident by student engagement and opportunities to share knowledge
- ☐ Teachers plan engaging activities aligned to the standards
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Deshawn Brookshire says,

You worked with a small group of students and you also walked around the classroom to check in with the students working at their center stations.

12/5/2019, 10:07:15 AM

Section Comments

Section Summary

Not Using	0
Beginning	2
Developing	0
Applying	0
Innovating	0
Omitted	0

PROGRESS MONITORING AND FEEDBACK ENVIRONMENT

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc...)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #24

Strategies are used to ensure students demonstrate or verbalize understanding of the lesson/content.

- ☒ Standards-based performance tasks
- ☐ Lesson plans reflect activities that include/promote student interactions
- ☐ Visible assignment, communication, and tracking
- ☐ Closure and reflection opportunities
- ☐ Formative assessments are used to determine next steps and/or monitor progress
- ☐ Data analysis and PLPs
- ☐ Students given opportunities to share ideas and understanding verbally
- ☐ Processing, elaborating, reflecting orally
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Deshawn Brookshire says,

I checked Chalk to review your lesson plans to ensure the standards and activities aligned. However, there are no plans in Chalk.

12/5/2019, 10:08:57 AM

Section Comments

Deshawn Brookshire says,

I checked Chalk to review your lesson plans to ensure the standards and activities aligned. However, there are no plans in Chalk.

12/5/2019, 10:08:57 AM

Section Summary

Not Using	0
Beginning	1
Developing	0
Applying	0
Innovating	0
Omitted	0

PLANNING AND PREPARING

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
This instructional area or goal was not focused on during this time period.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized).	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher is seen as a leader in this instructional area and shares instructional practice within school community.	Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large.

Choose a Score

- ☐ (0) Not Using
☒ (1) Beginning
☐ (2) Developing
☐ (3) Applying
☐ (4) Innovating
☐ Not Observed/Not Applicable
 No History

Indicator #30

Strategies are used to ensure adherence to GVC.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Curriculum maps are followed | <input checked="" type="checkbox"/> Units of instruction are followed |
| <input type="checkbox"/> Evidence of diary mapping | <input type="checkbox"/> Planning sessions based on the GVC |
| <input type="checkbox"/> Tracking of GVC implementation | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #31

Strategies are used to plan for Units to cover all grade level standards within the timeframe of one school year; standards are planned logically to scaffold learning for students over a single school year.

- ☐ Tracker used for covering standards
- ☐ Clusters taught beginning with basics and building in complexity
- ☐ Appropriately sequences for lessons
- ☐ Guarantees maximum opportunities to learn
- ☒ Maximizes instructional time
- ☐ Lessons align to maps
- ☐ Alignment to state standards
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #32

Strategies are used to ensure lessons are scaffolded within the scope of a single unit of instruction.

- ☐ Lessons align to curriculum maps
- ☐ Monitors and assists teachers with appropriate lesson planning, sequencing of standards (coaches/CRTs)
- ☐ Clusters taught beginning with basics and building in complexity
- ☐ Appropriately sequences for lessons
- ☐ Guarantees maximum opportunities to learn
- ☒ Maximizes instructional time
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☒ Not Observed/Not Applicable

No History

Indicator #33

Strategies are used to ensure there are opportunities created within a single unit of instruction for students to: process, elaborate, record, and reflect when presented new information; practice and deepen understanding of previously-taught content; extend learning beyond the context of the classroom.

- ☐ Follows seven-step planning process
- ☐ Student PLP evidence
- ☐ Student portfolios contain opportunities for each step of the 7-step process
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☒ Not Observed/Not Applicable

No History

Indicator #35

Strategies are used to ensure unit and lesson objectives are monitored and instruction is adjusted based on student data.

- | | |
|--|---|
| <input type="checkbox"/> Use of previous data from assessments | <input type="checkbox"/> Consistent use of IFP's |
| <input type="checkbox"/> Activities are clear, well organized, and logically sequenced | <input type="checkbox"/> Reteach for mastery as needed |
| <input type="checkbox"/> Lessons are relevant and reflect real life application | <input type="checkbox"/> Activities are meaningful and aligned to objective/ standard |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☒ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #36

Strategies are planned to address and accommodate needs of ELLs.

- | | |
|---|--|
| <input type="checkbox"/> Collaboration with ESOL teachers to create appropriate lessons and tasks | <input type="checkbox"/> ELL accommodations are listed |
| <input type="checkbox"/> ELL students are identified in lesson plans by student initials | <input type="checkbox"/> ELL accommodations are specific to the lesson and the learner |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☒ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #37

Strategies are planned to address and accommodate needs of special populations.

- ☐ ESE accommodations are listed
- ☐ ESE accommodations are specific to the lesson and the learner
- ☐ Collaboration with ESE professionals to create appropriate lessons/tasks
- ☐ ESE students are identified in lesson plans by student initials
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #39

Strategies are planned to integrate student use of technology into lessons and activities.

- ☒ Technology included in center activities

☐ Establishes time in the computer lab throughout the year
- ☐ Works with technology staff to help increase the use of online materials at home and school

☒ Provides students with resources/ websites to support instructional lessons
- ☐ Lesson plans reflect student use of technology

☐ Other (When 'Other' is checked: comment is required)

Comments:

Section Comments

Deshawn Brookshire says,

I noticed that the students were grouped. What data was used to create these groups?

Section Summary

Not Using	2
Beginning	4
Developing	0
Applying	0
Innovating	0
Omitted	2

12/5/2019, 10:02:08 AM

DATA-DRIVEN INSTRUCTIONS AND RESULTS

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
This instructional area or goal was not focused on during this time period.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized).	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher is seen as a leader in this instructional area and shares instructional practice within school community.	Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large.

Choose a Score

- ☐ (0) Not Using
☒ (1) Beginning
☐ (2) Developing
☐ (3) Applying
☐ (4) Innovating
☐ Not Observed/Not Applicable

No History

Indicator #42

Strategies are used to communicate data results to all stakeholders, i.e. parents, students, teachers, administrators.

- | | |
|--|---|
| <input type="checkbox"/> Holds parent conferences | <input checked="" type="checkbox"/> Participates in school-wide data chats |
| <input type="checkbox"/> Communicates with all stakeholders via email, phone, or letter home | <input type="checkbox"/> Attends student's evaluation meetings |
| <input type="checkbox"/> PLP's are updated and signed by student and parent | <input type="checkbox"/> Evidence of team planning |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Section Comments

Section Summary

Not Using	0
Beginning	1
Developing	0
Applying	0
Innovating	0
Omitted	0

OPERATIONAL PERFORMANCE

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
This instructional area or goal was not focused on during this time period.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized).	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher is seen as a leader in this instructional area and shares instructional practice within school community.	Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large.

Choose a Score

- ☐ (0) Not Using
☐ (1) Beginning
☒ (2) Developing
☐ (3) Applying
☐ (4) Innovating
☐ Not Observed/Not Applicable
 No History

Indicator #45

Strategies are used to maintain gradebook and attendance sheets for all assigned students.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Grades, attendance, homework are kept current in PowerSchools | <input type="checkbox"/> Gradebooks are printed and placed in binder or electronically accessible via teacher direction |
| <input type="checkbox"/> Attendance sheets or summary pages are printed and placed in binder or completed electronically | <input checked="" type="checkbox"/> Attendance is submitted on time and daily |
| | <input type="checkbox"/> Attendance person does not have to give multiple reminders about sending attendance |
| <input type="checkbox"/> Other (When 'Other' is checked: comment is required) | |

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☒ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #46

Strategies are used to ensure school-wide routines and procedures are followed.

- ☒ Routines posted/established and specific
- ☐ Expectations are posted
- ☐ Enforcing dress code
- ☒ Hallway procedures followed
- ☒ Incorporating school procedures in the classroom
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Section Comments

Section Summary

Not Using	0
Beginning	0
Developing	1
Applying	1
Innovating	0
Omitted	0

CULTURE OF EXCELLENCE

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
This instructional area or goal was not focused on during this time period.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized).	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher is seen as a leader in this instructional area and shares instructional practice within school community.	Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large.

Choose a Score

- ☐ (0) Not Using
- ☒ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable
- No History

Indicator #47

Strategies are used to ensure public support and promotion of CSUSA mission, vision, and values.

- ☒ Does not criticize school or CSUSA to peers, parents and students
- ☐ Represents the school positively at public school functions
- ☐ Is seen as a model of CSUSA mission, vision, values
- ☐ Other (When 'Other' is checked: comment is required)

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #48

Strategies are used to ensure work attire worn communicates professionalism and adherence to company dress policy

- | | |
|---|---|
| <input checked="" type="checkbox"/> Dresses professionally according to employee handbook | <input type="checkbox"/> Outwardly supports dress policy |
| <input type="checkbox"/> Other (When 'Other' is checked: comment is required) | <input checked="" type="checkbox"/> Professional appearance and classroom organization reflects appropriate image |

Comments:**Choose a Score**

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☒ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #49

Strategies are used to ensure adherence to State Code of Ethics and CSUSA Policies/Procedures.

- | | |
|---|---|
| <input type="checkbox"/> Demonstrates principles of professional conduct | <input checked="" type="checkbox"/> Demonstrates ethical behavior |
| <input checked="" type="checkbox"/> Calls in on time when necessary and has lesson plans for substitute | <input checked="" type="checkbox"/> Punctual and consistently available to fulfill responsibilities |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☐ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☒ Not Observed/Not Applicable

No History

Indicator #58

Strategies are used to gather observation and self-assessment data to identify one to three areas from professional growth.

- | | |
|--|---|
| <input type="checkbox"/> Uses teacher feedback and evaluations to reflect on teaching | <input type="checkbox"/> Uses walk-through tool to assist with professional development |
| <input type="checkbox"/> Conferences with administration team to assist with professional growth | <input type="checkbox"/> Displays a growth mindset |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Choose a Score

- ☐ (0) Not Using
- ☐ (1) Beginning
- ☒ (2) Developing
- ☐ (3) Applying
- ☐ (4) Innovating
- ☐ Not Observed/Not Applicable

No History

Indicator #62

Strategies used to demonstrate collegiality and professionalism, maintaining positive working relationships with administration, faculty, and staff.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Positive and appropriate interactions at meetings | <input type="checkbox"/> Does not blame or make excuses |
| <input type="checkbox"/> Is seen as a model for positive, professional interactions | <input checked="" type="checkbox"/> Interacts positively and professionally with coworkers |
| | <input type="checkbox"/> Other (When 'Other' is checked: comment is required) |

Comments:

Section Comments

Deshawn Brookshire says,

Please see me to discuss next steps. Thank you for allowing me to visit you and your students.

12/5/2019, 10:15:33 AM

Section Summary

Not Using	0
Beginning	1
Developing	2
Applying	1
Innovating	0
Omitted	0