



Landmark School Tutorial Teacher Evaluation

Name: Jay Lee

Date: June 2013

Supervisor(s): Academic Case Manager(s) Billy Swift (goals made by Anne Kinigstein) /
Academic Dean:

Please read the following information carefully. For the self-evaluation section, choose the number which best corresponds to your opinion.

- 1- Consistently exceeds expectations
- 2- Consistently meets expectations
- 3- Inconsistently or partially meets expectations
- 4- Fails to meet expectations
- N/A- not applicable

Self Eval

LM Eval

Professionalism

- | | | |
|--|--------------|--------------|
| • Presents a positive role model to students | <u> 1 </u> | <u> 1 </u> |
| • Develops appropriate teacher-student relationships | <u> 1 </u> | <u> 1 </u> |
| • Is punctual and regular in attendance | <u> 2 </u> | <u> 1 </u> |
| • Leaves appropriate sub plans on file when absent | <u> 2 </u> | <u> 2 </u> |

Communication

- | | | |
|---|--------------|--------------|
| • Communicates effectively with Case Manager(s) | <u> 2 </u> | <u> 2 </u> |
| • Seeks assistance/feedback in designing and implementing lessons | <u> 2 </u> | <u> 2 </u> |
| • Implements suggestions for improvement | <u> 2 </u> | <u> 2 </u> |
| • Provides IEP information punctually | <u> 2 </u> | <u> 2 </u> |
| • Submits quarterly tutorial reports on time | <u> 2 </u> | <u> 2 </u> |
| • Tutorial reports are accurate and complete | <u> 1 </u> | <u> 2 </u> |

Preparation & Planning

- | | | |
|---|--------------|--------------|
| • Understands and implements skills listed in the diagnostic | <u> 1 </u> | <u> 2 </u> |
| • Develops lesson plans appropriate to student needs and learning style | <u> 1 </u> | <u> 2 </u> |
| • Maintains an appropriate balance of skills | <u> 2 </u> | <u> 2 </u> |

Landmark Philosophy & Methodology

- | | | |
|---|--------------|--------------|
| • Starts at appropriate level | <u> 1 </u> | <u> 2 </u> |
| • Structures assignments for success | <u> 2 </u> | <u> 2 </u> |
| • Communicates expectations clearly and appropriately | <u> 2 </u> | <u> 2 </u> |
| • Effectively keeps students on task | <u> 1 </u> | <u> 1 </u> |
| • Encourages self-advocacy | <u> 2 </u> | <u> 2 </u> |



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Evaluation of Professional Goals

Professional Development Goal(s): Teacher

Professional Development Goal(s): ACM

Jay wants to expand the strategies and use of materials to teach spelling on different levels.	<p>-Jay will add the visual component to spelling lessons on top of the phonetic and meaning based spelling rules. He will learn a variety of ways on incorporating Megawords into lessons.</p> <p>-Jay will incorporate the use of a checklist and syllabus in teaching long term projects with students.</p> <p>- Jay will expand his use of materials in teaching reading fluency.</p>
<p>Evaluation of Progress Toward Goal(s): Teacher</p> <p>-I made improvements in finding examples for spelling from the reader and using the whiteboard to work on words. I did not use Megawords.</p>	<p>Evaluation of Progress Toward Goal(s): ACM</p> <p>-Jay did a nice job meeting with CM to get a review of the dot and grab method of syllabication.</p> <p>-Jay worked to get his student to gain better time management skills by scaffolding long terms assignments.</p> <p>-Jay did daily fluency exercises with his student and often used specific programs, novels, or articles to aid in fluency and prosody.</p>

	Areas of Strength	Areas for Continued Development
<p>Knowledge of LBLD <i>How has teacher improved their knowledge of LBLD?</i></p>	<p>Jay has improved his knowledge of LBLD students by partaking in the Simmons College program as well as attending many, many workshops; especially one specifically catered to topics related to the tutorial.</p>	<p>Jay should continue to develop his awareness of LBLD students by partaking in the Simmons College program. Specifically, he will benefit from the special education law class to learn more about IEPs, FERPA, and issues the might arise. Likewise, he will be in practicum next year. This program will allow Jay to develop well organized lessons and get professional feedback from someone outside of the Landmark community.</p>



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Lesson Planning <i>How has teacher's lesson planning evolved?</i>	Jay's lessons always targeted skills that were beneficial to the student. He never tried to rush or do too much in one day. All of his lessons were broken down into small steps to learn the material and allowed for time to reflect or assess the learned material.	I would like to see Jay provide his students with additional time to preview or interact with material before they start to learn to make more quality predictions or make connections to previously learned concepts or experiences. Also, I would like to see Jay work in more meta-cognitive questions in his lessons. I would like his students to internalize the purpose of each tasks and recognize why and how they are doing what they do and how it could be used outside of the tutorial setting.
Delivery & Instruction <i>How has teacher's instruction improved?</i>	Jay's delivery of instruction is great. He is structured and organized. He posts his agenda, references his agenda, uses his daily planner, and lets the student's progress or errors inform his decisions.	In the future, I would like to see Jay create activities that are more drill based. This will allow him to move through activities faster. This is more specifically related to decoding, encoding, and fluency.

Overall Status:

☒ *Meeting or exceeding expectations*

☐ *Requires attention to specific areas as indicated above*

☐ *Continued areas of concern necessitate discussion with Academic Dean regarding future employment at Landmark*

Case Manager

W. L. Swift
(William Swift)

Academic Dean

Henry Willette
(Henry Willette)

I have read and understand this evaluation.

Teacher Signature

Jay Lee
(Jay Lee)

Date 6/17/13