

Auburn - 4B. Formative Evaluation with Response

Name: [REDACTED]

Evaluator: [REDACTED]

School: [REDACTED]

Date: Jun 1, 2013 11:26 AM EDT

Grade: [REDACTED]

Shared: YES

Supervising Evaluator, if any (Name/Title/Role)

[REDACTED]
Principal
[REDACTED]

Assessing

 Progress toward attaining goals Performance on standards

Dear Educator: Now at the midpoint of the evaluation cycle, it is time for you to provide rationale, evidence and/or feedback regarding your progress toward accomplishing your goals (both student learning and professional practice), as well as your progress on the four performance standards (Curriculum, Planning and Assessment; Teaching All Students; Family/Community Engagement; and Professional Culture). In each of the text boxes marked in blue, please provide your written feedback regarding progress made to date. In total, there are six text boxes you should complete. Thank you.

Progress Toward Student Learning Goals

Student Learning Goals-Progress Rating

 Exceeded Met Significant Progress Some Progress Did Not Meet

Student Learning Goals- Rationale, evidence, and feedback

Blending: Met goal of 90% of non-blenders will be blenders. 95% of the class or 18 out of 19 students met the EOY benchmark.

At midyear 3 out of 19 children in my class were not meeting the goal of 8 WWR, one child also missed the goal of CLS by 1 sound. I Progress Monitored (PM) these students, along with other students that I had concerns about. I am using the results of PM to assess the blending capabilities of these three students to complete the Teacher Evaluation form, as DIBELS scores are not available at this time.

By 5-17-13, the child who was one sound shy of meeting CLS was now identifying 110 sounds exceeding the EOY goal of 56 sounds, and scored 31 WWR exceeding the EOY goal of 13 WWR. This child remained in the class participating in LEXIA, PALS Drills, Florida Center Activities, Words Their Way Spelling Program, and multiple rereading of decodable text and leveled readers.

For the second child who met the EOY goal for CLS but not for WWR, PM revealed continuation of meeting that EOY goal improving from 60 to 74 sounds. The child also exceeded the EOY goal of 13 WWR by reading 24 WWR. This child participated in the same interventions as the child above and also received Reading Mastery and pull out for one half hour per day for small group intervention in reading.

The third child who met the midyear goal for CLS but not for WWR, PM revealed continued difficulty with sounds and blending, not meeting the EOY goal for either. PM score of 32-40 sounds did not meet the EOY benchmark of 53 sounds in CLS. A range of 3-9 words for WWR does not meet the EOY benchmark of 13. This child received the same interventions as the second child. Whereas students one and two were able to participate in the interventions and activities with occasional supervision, the third child required constant supervision to engage. This child's LEXIA results indicated a high priority for instruction in initial/final consonants in CCVC and CVCC which matched the instruction the child was receiving in Words Their Way Spelling. LEXIA data also indicated a need for work at the primer level for irregular words. This student was brought to EST for recommendations.

Progress Toward Professional Practice Goals

Professional Practice Goals-Progress Rating

- Exceeded
- Met
- Significant Progress
- Some Progress
- Did Not Meet

Professional Practice Goals-Rationale, evidence, and feedback

By June 2013, 16 out of 19 children or 84% of the class met the end of the year Instructional Level Benchmark at a DRA level of 18 or above. Of the three children who did not meet benchmark, two scored at an Instructional level of 16 and one at 14. I was able to implement all but one of the Planned Activities outlined in the goal in the classroom schedule with fidelity. The children participated in two interventions outside the classroom daily during the year. PALS drills were implemented in the pull out model. All three children did meet benchmark for accuracy at their Instructional Level. Goals for retelling and reflection will be noted on their end of the year DRA and Parent Reports.

The child who scored at an Instructional Level of 14 improved their score from a FAIL DRA of 3. This child was not chronologically age appropriate and did not appear to me to be developmentally age appropriate for beginning [REDACTED] in the Fall, but had completed [REDACTED]. One child who scored at an Instructional Level of 16 is on an IEP receiving Speech and Language Therapy and began the year at a level 4. The third child improved their score from a beginning of the year level 3.

Besides the Planned Activities outlined in the goal, frequent check-ins occurred to ensure that Lexia time was being used wisely. In addition reading strategies were modeled and practiced and rereading of texts occurred. Parents were aware of their children's educational needs and strategies and materials were shared with them to reinforce their child's ability to read. Books at their instructional level went home weekly. These children were recommended for the Summer School Program. I do feel that although the end of the year benchmark was not achieved, all three children demonstrated significant growth which should be celebrated.

Performance on Each Standard

Evaluator will add comments in the "Overall Performance Comments" section near the bottom of this form.

I: Curriculum, Planning & Assessment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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I: Curriculum, Planning and Assessment (Formative)

I: Curriculum, Planning & Assessment

Rationale, evidence, and feedback for improvement

I Curriculum, Planning, & Assessment

Common Core Standards and District expectations are the framework for the assessment of students and development of our curriculum. Common Core Standards are labeled in my weekly lesson plans. The use of the Houghton Mifflin Reading Program, Guided Reading Groups Write Traits, Lucy Calkins Writing Workshop, Keys to Literacy techniques, Words Their Way Spelling Sorts, Bradley Phonics, Leveled Reading Libraries, Florida Center for Reading Interventions, PALS Drills, Lexia and Essential Skills Computer programs and a Listening Center support the young readers and writers in front of me. Helping the student understand and use decoding, comprehension, and writing strategies is of paramount importance. If students can explain their thinking when decoding, use comprehension strategies, retell, reflect and write I feel I am helping them progress to the next level of learning.

Dibels Assessment, DRA Assessment, Primary Spelling Inventory, Sight Words Assessment, Houghton Mifflin Theme Tests, Weekly Spelling Tests and Progress Monitoring, and student writing are used to create intervention groups.

The use of the Everyday Math Program which includes math games and writing reasoning practice has driven the teaching of Math on the primary level in our district in the past. Now with the Common Core I am cognizant of the match between the two, supplementing when needed. A highly interactive calendar time, Math Facts, Everyday Math, Essential Math Skills and Graph Club Computer programs round out the curriculum. Common Core Standards of lessons are labeled on lesson plans. Student assessment using Trimester Testing, Unit Tests, and performance on daily math facts timings are used to create intervention groups. Differentiated Instruction is the focus of Friday's lesson and whenever possible during the Math Block I pull students together to reteach a skill with the help of our Math Specialist. In addition I try to make time for the math games to provide hands on practice to reinforce building understanding at a concept level. This is a high priority for me so it can take two days especially in the latter half of the year to include the games. A recent Spring in-service provided a boost to this practice with additional games.

The [redacted] Teaching Team meets weekly to plan pacing, methodologies, and best practices for teaching reading themes and math units. In addition we have collaborated on Science/Social Studies Units to teach Solids, Liquids, and Gases, Cardinal Directions, Goods and Services, National Symbols, Simple Machines, and Earth's Materials.

Use of a rubric to assess student writing that may be used in conjunction with our standards based report card is an area we are working on.

Teaching All Students

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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II: Teaching All Students (Formative)

II: Teaching All Students

Rationale, evidence, and feedback for improvement

III: Teaching All Students

As described in the Curriculum, Planning & Assessment section, the use of Reading, Spelling and Math assessments help me reach all students by developing intervention groups to provide instruction and activities at a students' level of ability. The use of Guided Reading Groups and Reading Triangles help me track the progress of students and make adjustments to ensure optimal growth. Groupings are flexible to meet the needs of the students.

In addition I incorporate teaching strategies to ensure student participation in their learning. This includes frequent check-ins, turn and talk, rereading with partners, small group work, IMM techniques so all students are responding to a main idea with details (begin as pictures with labels and develop into short answer). I love when they ask for more Post-Its. Donations of Post-Its to the [redacted] supply request would be great!

A Lexia schedule is posted and updated following Dibels and DRA assessment. All students are able to access the program either during the Literacy Block or Intervention Block. This allows all students to receive instruction at their level. The Lexia reports also provide information for adjusting instruction. Using the Lexia reports in conjunction with Words Their Way Spelling instruction is a goal I am working on to ensure that students receive instruction that matches their level of performance and are not under over placed in their instructional spelling group.

III: Family/Community Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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III: Family/Community Engagement (Formative)

III: Family/Community Engagement

Rationale, evidence, and feedback for improvement

III. Family /Community Engagement

Ongoing communication with parents occurs through the weekly update of the Anthology section on my classroom website. A summary of the selection, phonetic lesson content, decoding and comprehension strategies are reviewed with suggestions on how parents may support their child's growth in these areas. In addition a weekly outline of homework expectations and Words Their Way Spelling Sort parameters are available. The use of a daily Planner in which children write their homework also fosters parent school communication. Classroom letters after approved by the principal go home in the Wednesday Envelope as needed.

I have worked with the media specialists to upload video of student author celebrations for the classroom website however our numerous efforts were unsuccessful, I believe in part because of the need to edit the clip. I was able to share one brief video supporting the life cycle of the monarch butterfly which was unedited, on the website.

Parent volunteers are welcome in my classroom. Parents have assisted with the Literacy Block, Intervention Block, Library, Fluoride Program, Field Trips and as Room Parents. Per my instructions, they have helped support small group and individualized learning needs of students.

I look forward to our Authors' Celebration in June. I have found this to be a rewarding experience in the past for the children as they are proud of their efforts and accomplishments as writers. We also look forward to sharing our classroom and learning with Grandparents and Special Friends.

I respond to parent notes, phone calls, and emails in a timely manner. I feel that I am a good listener and understand that the child's parents are their first teacher, on the other hand I understand my responsibilities as a teacher and the increasing expectations on children today. Part of my responsibility is to communicate these expectations to the parent and their child's progress towards meeting the Standards in a kind, truthful manner offering support to foster their child's overall development in all Parent Conferences.

We participate in the celebrating of Community with [REDACTED] This year we sang songs and recited poems sharing our knowledge of understanding cardinal directions with the audience. In addition I attended The Back to School Picnic, Literacy Night, and Festival of the Arts Celebration this year.

IV: Professional Culture

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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IV: Professional Culture (Formative)

IV: Professional Culture

Rationale, evidence, and feedback for improvement

IV. Professional Culture

I understand my responsibilities working as a team member on the [REDACTED] Team. Therefore I am flexible about meeting availability with my team, and check in frequently with the [REDACTED] Teachers, Instructional Assistants, EST, and Specialists in the building. Collaboration on student performance, curriculum, and interventions is ongoing.

I am open to new learning and teaching strategies, reading materials presented by the system as well as on my own. During Monday Staff Meetings I listen and participate with the goal of fostering best educational practices. When asked I piloted the Words Their Way Spelling Program in my class. I have long been an avid Reading/Writing Workshop enthusiast when a strong Phonics Program is implemented. Therefore I have understood the need for time for children to make choices about what they read and write, and then make sure they have time in their day to practice their emerging abilities.

Professional Development choices that reinforce the needs of primary students in literacy, cognitive, numerical, social-emotional development, and overall wellness of the child are a priority for me.

Thank you for completing Part I of the Formative Evaluation.

Your evaluator would like to meet to review and discuss this document together before she/he completes this form, so please schedule a mutually convenient time with her or him. You are asked to bring with you any pieces of evidence you've collected that speak to the progress you have made.

Following that meeting, your evaluator will determine your formative evaluation rating in each of the four standards (Exemplary, Proficient, Needs Improvement, or Unsatisfactory), as well as determining ratings that indicate your progress to date in meeting your student learning and professional practice goals (Exceeded, Met, Significant Progress, Some Progress or Did Not Meet). Once completed she/he will send the completed formative evaluation form to you for your review and signature. As noted, you may add a comment if you wish. Should you wish to meet with her/him again to discuss that completed document, you are encouraged to schedule a time to do so.

Overall Performance Rating

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Overall Performance (Formative)

Overall Performance Comments (completed by Evaluator)

Standard I-Curriculum, Planning and Assessment:

██████████ demonstrates sound knowledge of the Massachusetts Curriculum Frameworks, the Auburn Public Schools ██████████ curriculum, and the development of the ██████████ student. In her quiet manner, she leads the grade one team in weekly planning to ensure pacing, appropriate methodologies, and fidelity of programs. As she plans her weekly lessons, ██████████ documents which standards her lessons are addressing. For this to happen, ██████████ plans well-structured lessons that incorporate a variety of materials, resources, manipulatives and technologies. ██████████ is skilled in using data from her formative and summative assessments to continually adjust instruction to address the needs of her students. She helps to create and teach interventions groups that target skills or that help to enhance the curriculum for students who are achieving at high levels.

Standard II- Teaching All Students:

██████████ holds each student to high standards as they work to master the grade level expectations and standards- ever mindful of the growth and development of the whole child. She creates a safe, respectful, and well organized environment in her classroom that is dedicated to learning. ██████████ teaches her students to manage their time wisely, to consistently give their best effort and to treat each other with kindness. ██████████ also introduces her students to the idea of metacognition- she takes the time to have her students think about and reflect on their learning. ██████████ is adept at differentiating instruction, materials, and support based on a student's learning style and/or skill level. She can often be found kneeling at a child's desk to provide the extra attention needed to master a new concept. ██████████ progress monitors students at risk and she implements a variety of interventions and programs(Lexia, FCRR activities, etc.) to meet the needs of each child.

Standard III-Family and Community Engagement:

██████████ clearly understands the importance of partnering with the family to promote the child's learning and growth. She clearly communicates the learning expectations to parents in a variety of ways throughout the year- curriculum night, web-site, conferences, e-mails, calls, etc. ██████████ eagerly shares information, materials and strategies for ways parents can help their child's progress. ██████████ responds promptly and respectfully to all parent inquiries and she is skilled at delivering difficult information in a sensitive manner. Gail welcomes volunteers into her classroom and she carefully matches the volunteers' talents to the needs of her students. ██████████ regularly attends events sponsored by the district and school. She participates in the monthly Community Celebrations that showcase her students' learning and she successfully co-authored a Chamber of Commerce grant which allowed for the purchase of phonics manipulatives.

Standard IV- Professional Culture:

██████████ is a collaborative member of the ██████████ staff. She treats all with respect and she willingly collaborates with specialists, administration, and colleagues to benefit the students' achievement. ██████████ is a reflective practitioner who -individually as well as with other members of the school community -reviews lessons, units, programs, interventions, and methodologies to ensure effectiveness. ██████████ has strong beliefs about pedagogy and education and she readily shares her relevant opinions in a respectful manner - always in the name of continuous improvement. ██████████ demonstrates a strong work ethic, has good attendance and fulfills her responsibilities in a professional manner. She demonstrates honesty and protects confidentiality of students and family matters. This year, ██████████ supported the efforts of a colleagues to attain her professional license by agreeing to be her supervising practitioner.

Student Learning Goal:

██████████ successfully met her Student Learning Goal. Eighteen out of nineteen students or 95% of the students will leave her first grade classroom being able to blend individual sounds into words- a very critical step on the road to becoming readers of extended text. Through a variety of carefully selected activities and interventions, two-thirds of her class have shown significant growth in the number of whole words read (as measured by DIBELS) and mastered this skill under her instruction.

Professional Practice Goal:

██████████'s goal of increasing her students' self-directed practice of literacy skills was not quite met although significant progress towards it is noted. 84% of the first grade students reached the end of the year DRA benchmark out of the 90% goal. However, this percentage does not reflect that the average number of DRA levels by which students grew was 5.7. In addition, ██████████ worked to build a literacy block routine that provided multiple options for independent skills practice using research based methods.

Plan Moving Forward

- Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan
- Developing Educator Plan

Signature of Evaluator

[Redacted] (signed by [Redacted] on 2013-06-07 16:53)

The educator shall have the opportunity to respond in writing to the formative evaluation as per 603 CMR 35.06(5); please do so below.

Educator Response to Formative Evaluation:

[Empty response box]

Signature of Educator

Signature of educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

[Redacted] (signed by [Redacted] on 2013-06-08 13:33)