

### Auburn - 5. Summative Evaluation with Response

Name: [REDACTED]  
School: [REDACTED]  
Grade: [REDACTED]

Evaluator: [REDACTED]  
Date: May 13, 2013 9:33 AM EDT  
Shared: YES

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

[REDACTED]

#### Assessing

- Progress toward attaining goals
- Performance on standards

Dear Educator: Now at the end 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. In total, there are six text boxes you should complete. Thank you.

[REDACTED]

### 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

In order to work towards achieving this goal I had to provide a strong foundation of early literacy skills as well as a big focus on phonemic awareness. In the beginning of the year I incorporated the use of Big books during teacher read alouds. While reading I modeled the importance of reading from left to right and top to bottom. The children would join in and use the pointer to model how to point to the words being read. I also modeled other reading strategies during whole group instruction so they children knew what to do when they came to an unfamiliar word in their reading. In addition in March I started to send home a to z books at each student's guided reading level with the children as an additional homework activity. In the afternoon I worked with my instructional assistant to provide guided reading support for 20 minutes a day. Each group worked with a teacher twice a week during guided reading focusing on vocabulary skills, reading strategies, and story elements. During intervention I created leveled groups based on the DIBELs scores. The leveled groups work on the Lexia program and various centers promoting phonemic awareness, fluency, and reading engagement.

### 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

My professional practice goal was to improve my parent communication this year. I continued with sending home my monthly newsletters to my parents. Each newsletter gave information to the parents about the skills being taught in our ELA curriculum as well as Everyday Math. I also provided various websites to the parents in my newsletters that they could use at home. The websites I gave to the parents to use at home were either interactive or gave different games that the parents could make at home. In my newsletter I always incorporated my email as an easy way for parents to contact me. Through the use of my email I was able to communicate with parents about behavioral issues, set up conferences before or after school, and help support parents with any classroom concerns they may have. This year I created a variety of materials to send home with parents to strengthen the children's learning at home. At the beginning of the year I sent home alphabet cards to my struggling students. I met with parents and gave them copies of our classroom intervention games to use at home. The students were familiar with these games because they were using them at school and the additional support at home would help strengthen their skills. The area that I struggled to incorporate in my lines of communication was my website. My hope for the future is to use my website as my main line of communication instead of my monthly newsletters.

## 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 (Summative)

### I: Curriculum, Planning & Assessment

Rationale, evidence, and feedback for improvement

In addition to the Houghton Mifflin, Everyday Math, and Writer's Workshop curriculum, I use my daily assessments in my classroom to help drive my instruction. My daily anecdotal records for my students help me to create my lesson plans for each week. For example when the majority of my students were struggling with short vowel sounds, I made sure to incorporate short vowel work into my morning meeting, ELA block, and intervention games as often as possible. I post objectives in my classroom weekly to reinforce my goal for each lesson I teach. My objectives provide a clear understanding of my expectation for each lesson and what I hope the children will learn by the end of it. Through the use of Progress monitoring my struggling students I was able to see areas in which they needed more practice and areas of growth. I noticed during progress monitoring that I had 4 students who needed more practice with phonemic segmentation. During Houghton Mifflin, intervention, and other small group time I had those specific students use hands on approaches to identifying sounds in words. Providing this additional support weekly made a difference in their DIBELS scores from January to June.

## Teaching All Students

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

### II: Teaching All Students

Rationale, evidence, and feedback for improvement

One of my priorities in my classroom is to provide as much differentiated instruction as possible in the my lessons. As part of the writing curriculum for Writer's Workshop the children work on a 4 square to organize their ideas before beginning their writing process. I modeled the 4 square writing on the Bright Links Board as the children completed the activity at their seats and then began their own winter book writing. Two of my students struggle with independent writing because they have difficulty coming up with their own ideas. In order to help the children with this process I provided a wordless book called We Make a Snowman. The children had the pictures provided for them and all they had to do was write a sentence of what was happening in the picture. This was helpful for those children and gave them the opportunity to work more independently during Writer's Workshop. I also have a student reading at high-level. I met with my [redacted] team to see if there were any students reading at the same level. I also asked a [redacted] teacher if my high reader could join her classroom during her guided reading time. My student works Monday through Thursday in the [redacted] classroom with students at his reading level to meet his needs. In addition I send home a white book weekly with him to provide reading opportunities for him at home. I created small groups for intervention based on DIBELS, progress monitoring, classroom data, and the math benchmark testing. The students work in these groups with hands on activities promoting phonemic awareness, early reading skills, and use various technology. As I reflect on this year I think I could have used more small group instruction during the ELA block to reach all learners.

### III: Family/Community Engagement

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

### III: Family/Community Engagement

Rationale, evidence, and feedback for improvement

Each month I send home a newsletter providing information about the classroom activities, upcoming school events, and important skills being taught in the classroom. Each newsletter has a section for English Language Arts explaining our Houghton Mifflin curriculum for the month, as well as a Mathematics section of math skills we are focusing on, and an overall summary of interesting topics we will cover during each month. Occasionally my newsletter provides fun educational websites to use at home and games they can make at home to play with their children. I use my email to keep in contact with families about their child's classroom progress or any concerns I may have. This year I had a student who needed some reinforcement for positive behavior. I provided the parents with a 3 block strategy that I was going to implement in the classroom to help with his behavior. The parents also used this strategy at home to help with the behavior at home. Through the use of the email we were able to help create a strong home-school connection that ultimately was very beneficial to the student. At the beginning of the year I told parents that they were welcome to come into the classroom if they had a special activity or game they wanted to share with the children. One parent wanted to read to our class on Community Reading Day. In order to help support some families at home, I sent home alphabet cards and beginning sound pictures for parents to use at home. Attached to each set of cards was a note providing parents with some feedback about their child's progress as well as list of games the children and their families could play at home with the cards provided. I'd like to improve on my use of communication through my school website.

### IV: Professional Culture

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

### IV: Professional Culture

Rationale, evidence, and feedback for improvement

I have enhanced my own professional culture through my team discussions, my professional development, as well as a peer observation. As a school we analyzed the MCAS results from the previous years. One area the children seemed to struggle with was their ability to answer an open response question. As a [redacted] team during our PLC time, we decided to organize a variety of open response writing prompts to send home with the children each week in their writing folder. We created a note to explain the writing prompts and our expectation of the children's ability to answer the writing prompts with some parental support. The ultimate goal with this activity is to encourage children to creatively write to an open response question and to strengthen their independent writing skills. I also will be joining the summer curriculum proposal focused on aligning Bradley with the Houghton Mifflin Phonics Program. Helping to align Bradley with the Houghton Mifflin curriculum will help the ELA block become more fluent and have a strong emphasis on phonemic awareness. During a peer observation I was observing a 4 square Writer's Workshop lesson in a [redacted] classroom. My main objective for this observation was to identify the differences between how the 4 square is taught in [redacted] vs. [redacted]. I wanted to make it more consistent between the two grade levels. Making the 4 square more consistent between the 2 grade levels would ultimately help the children to strengthen their writing and organizational skills.

### Thank you for completing Part I of the Summative 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 summative 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 summative 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 (Summative)

## Overall Performance Comments (completed by Evaluator)

### Student Learning Goal

Overall [REDACTED] DRA results for our [REDACTED] indicate 86% of students reached the grade level benchmark of 4 or showed growth of at least 2 levels. Your classroom results indicate that 86% of your students either met the benchmark level 4 or showed growth of at least 2 levels. It is evident that your current practice has supported the reading growth of your students. Continued emphasis should be placed on differentiated learning opportunities for students to support their growth in this area. Ongoing collaboration with [REDACTED] colleagues, regrouping of students when necessary, institution of guided reading groups early in the year and the continued use of targeted instruction will all support your continued success in this area.

Evidence: letter regarding guided reading at home, guided reading groupings, colored ring with prompts for the guided reading process

### Professional Practice

It is evident that you routinely communicate with families regarding the progress of your students. I have participated in several of the meetings you have had with a family regarding the slow progress of the child and very poor school attendance. Your practice of providing families with supplemental activities is powerful and worthwhile. General communication with all families is professional and informative. The continued development of your classroom webpage will certainly enhance your ability to connect with families and students.

Newsletter, materials sent home to families, sharing time books, open response directions/activities for parents.

You have clearly demonstrated an ability to utilize assessment data to inform instruction. This practice is seen in your classroom when working with identified students as well as in your interactions with families as you provide customized support materials to a number of the families in your classroom. You regularly communicate with your colleagues around curriculum and instruction and you openly discuss your practice and student challenges during PLC's, EST meetings and faculty meetings when appropriate. In several of my classroom observations, I noted your reliance on modeling processes for students. This is a potent and powerful when pushing students to stretch their thinking. You provide a safe and differentiated work environment for your students. This year, your work with a student demonstrating significant behavior issues, helped him to integrate into the classroom both academically and socially. Additionally, your attention and support of ELL students has allowed them to make solid academic progress in your classroom. Progress monitoring is regularly completed and used to design instructional next steps for students. You have made consistent, ongoing and repeated attempts with several families to engage them in the learning process of their child. This has been demonstrated through ongoing email threads, phone calls and meetings. These efforts have certainly provided another avenue for these students to practice much needed skills. Throughout our conversations on teaching and learning, you are open, honest and reflective about your practice. This is a positive attribute to maintain throughout your teaching career as we all strive for continuous improvement. I am consistently pleased to see your collaboration with your kindergarten colleagues but I am just as pleased to witness your openness during full faculty meetings. Your contributions, whether questions or the sharing of best practices are commendable and I hope this practice will continue. You are a positive member of the [REDACTED]

Evidence: [REDACTED] assessment coordinated to report card, posted objective and use, dibels grouping sheet, letter home to families with A-Z books.....anecdotal recording during the regular class and follow through with intervention practice and during circle time, four square writing and use of wordless books for struggling students, specific letter activities sent home to families to support learning, intervention groups for both struggling and higher level learners,.....three block system at school and shared at home with the family to use, email thread with family, newsletter, community reading day connection with family, homework notes and connections with work, peer observation with grade one, summer curriculum work, science curriculum team, open response for home....

### Plan Moving Forward

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

### Signature of Evaluator

[REDACTED] (signed by [REDACTED] on 2013-06-05 09:39)

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 Summative Evaluation:**

My hope for next year is to continue with the same practices as well as strengthen my use of my website to communicate with families.

**Signature of Educator**

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

 (signed by  on 2013-06-06 14:13)