

CAEP 4

Teacher/Completer Interview Protocol

East Stroudsburg South High School

Racial makeup: 43.9% white, 24% Af. American, 20% Hispanic, then other and multiracial

More than half the kids are below the poverty line

Tracking:

Applied – grade level (tend to have more consistent discipline issues, struggle with school and attendance)

CP – College Prep (more like average)

Honors –

(All interviews will be based on the survey responses; If permission is granted by the teacher/completer and employer, final evaluation portfolios/documents and employer/supervisor observations may be shared by the teacher/completer to support the responses)

1. What evidence do you have that you engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues? (InTASC Standard 5; CAEP 4.1)

- **10th grade, Fahrenheit 451:** The book is about banning books. How can we talk about this without things that are happening across the United States? They were outraged by the statistics around book banning in the US. We started the unit with an anticipation guide with ideas about censorship/personal privacy issues and then we got to the end of the unit and did the anticipation guide again. There was a LOT of change. At first they really wanted the government to be able to decide what you could read and be able to surveil what you do. By the time they got to the end of the book, they wanted restrictions on how people can be surveilled and they felt like people should be able to read whatever they want. We talked about the fact that there are textbooks in the South that say that slaves enjoyed working and the fact that in some places Black history couldn't be talked about. We actually were discussing this during Black history month. The students were outraged. We talked a lot about free choice vs. being brainwashed. We talked about how the main character makes those choices. I had them questioning their ability to have free choice: We're always being influenced by something else. Is it still our choice? We're focusing on tragic heroes and tragedies with Oedipus Rex. We're discussing whether tragic heroes ever really have the choice to do the things that lead them to become tragic heroes.

2. What evidence do you have to support your response that you use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways? (InTASC Standard 8; CAEP 4.1)

Projects: we do a lot of projects in my class. I think that applying the things that you learn and then presenting them to your classmates is the best possible way to learn. When you have to teach something, you become the expert. When they do project-based learning, first they have to research. Projects encourage them to work with others, a skill that many of them really struggle with. They butt heads, one person does all the work, they don't have the same ideas and they can't come to a consensus. So that is a skill that you need when you leave high school, so I really try to hammer this home.

My 10th graders are a little more into class discussion with debating ideas back and forth. They are able to present ideas and talk to each other about what that means and connect it back to what we're reading.

I'm really more of an application type of person as opposed to here's a piece of paper, please fill it out, and have the correct answers.

Before we started Oedipus, we were talking about the hero's journey. I gave them a powerpoint and told them you're going to work together, fill this in, and you're going to explain each step of the hero's journey and give me an example from something you have read or watched and then a pop culture hero at this specific point of the journey. A lot of them picked things that I would not have expected. Kids picked things like anime, Kung Fu Panda, Shark Tales, Star Wars, etc. It was a good opportunity for kids to get to know each other as people. The kids struggle to see each other as people, and project-based learning makes them collaborate.

3. What evidence do you have to support your response that you engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner? (InTASC Standard 9; CAEP 4.1)

Mentor program with department chair: All of the first year teachers have a mentor. I have someone from my department (dept. chair). She is so organized, and I love that about her. We have a meeting every single month with a list of things to talk about that comes from the district. She has been very helpful in helping me learn how to organize better and how to fit into the school culture as a teacher. I went to school here as a high school student and now I am working here as a teacher. It has been an adjustment for me to learn those differences. I have been

reflecting on my professional presence in that way, and my mentor has given me a lot of advice. I tell her what I'm doing in my classes, and she gives me feedback on scheduling (e.g., you only have 15 days to finish the unit). She has been instrumental in helping me pace myself from lesson plans to unit plans. There have been times she has come in and watched me teach and given me feedback on how I've done well. She likes my use of a timer, my daily agendas (powerpoint at the beginning of class), and she feels I have a very good connection with my students and that I prioritize building relationships with my students. We are both helping to improve the way that I am teaching. The mentor program really helps for the administrative side of teaching, which you can't fully do in student teaching.

Every day I eat lunch with the other English teachers, and we talk about the things we're experiencing in our classroom. This is less formal. It's a good calm way to bounce ideas off of each other. Just the other day one of my coworkers shared she doesn't have enough time with Keystone testing to complete her SLO. I suggested she could try a take-home test. I get most of my advice around classroom management and how to deal with discipline issues. I have content, I have planning, but my classroom management is where I tend to struggle. I am told many times that classroom management is a struggle for teachers at the beginning of their careers. This is also my first year at this school in this job. I also talk to a bunch of veteran teachers from other disciplines. If I'm struggling with something, I can always go to them to talk because we're friends as well as coworkers.

4. What evidence do you have to support your response that you seek appropriate leadership roles and opportunities to take responsibility for student learning, collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC Standard 10; CAEP 4.1)

There is a joke amongst my family and friends that I can never say no. I say yes to anything anyone asks me every single time. It has led to me having some really good opportunities as a new teacher. I have a big presence around the school. Children know me. I go to so many events, and I am involved in many many things. My favorite leadership role is soccer. This last year I coached middle school boys soccer in the fall and then middle school girls soccer in spring. This will be really beneficial for me next year. I have already built relationships with incoming students. Sports is something that the kids care about, and if I can connect to them and build a relationship through sports, then I feel like it will be easier for me to manage a classroom and to get them to do things. We have one kid on the girls soccer team, and we had to be on her to make sure her grades would be okay for her to play. We really had to support her and help her to get her grades up. She was our goalie – we needed her. We would use my hotspot on the bus, and she would do her homework on the bus to make sure she was on her assignments.

A lot of my 10th graders do track, so I go to track meets. I see them, I show an interest in their lives outside of school, and I think that they appreciate that. They come in and say, "Ms. J – you'll never guess what happened," and we'll get into a conversation about practice or the meet. They are better behaved for me and do what I ask them to do because of this relationship. I also

help with other academic clubs. I help out with mock trial because I have experience with that. I help them out at practices and give them feedback to improve themselves. I have been part of the Reading Olympics: I help the kids with quizzing themselves with what happens in the books, and I help administratively so that everyone is getting the books read that they need to read.

I recently decided to go back to school to get my Masters in Gifted Education, trying to advance myself as a teacher. I didn't want to go and just get any graduate degree. I wanted to get something that I really want to do.

SLO SUBMISSION INFO

This sheet and the data are due by Friday, May 19th. Please submit this form earlier if you complete your SLO in the 2nd or 3rd quarter. Please submit this form to the principal working with your SLO.

Submit this sheet and the data. Once submitted, you will be contacted to set up the date for the meeting if needed. Also be sure to finalize in PAETEP online.

Directions

Section 1

Write your name and the goal that is listed on your SLO form

Section 2

Write out each performance indicator from your SLO

Section 3

List the actual averages

Section 4

See where your average falls on the chart and check the appropriate level

SLO DATA SHEET 2022-2023

SECTION 1

Teacher: Taylor Juszynski

Statement of goal:

Students will demonstrate effective reading comprehension and analysis skills by creating questions, connections, and predictions from a fictional novel. These strategies will allow them to become more active and successful readers.

SECTION 2

List Performance Indicators:

PI 1

Students will be assessed using a rubric out of a total of 9 points. Each question will be assessed on a scale of 0-3. Connections and predictions will be assessed the same way. Students will demonstrate growth by increasing their overall score out of 9 by at least 2 points from the first administration to the sixth administration of the assessment.

PI 2

PI 3

SECTION 3

Percentage of students meeting PI 1 ___80%___

Percentage of students meeting PI 2_____

Percentage of students meeting PI 3_____

Total Average Percentage _____

SECTION 4

| 1. Elective Rating | | | | |
|--------------------|---|---|--|--|
| 5a. Level | <u><i>Failing</i></u> 0% to 69 % of students will meet the PI targets. | <u><i>Needs Improvement</i></u> 70% to 79% of students will meet the PI targets. | <u><i>Proficient</i></u> 80% to 89% of students will meet the PI targets. | <u><i>Distinguished</i></u> 90% to 100% of students will meet the PI targets. |

SLO Rating: Failing(0)___ Needs Improvement(1)___ Proficient(2)_x___ Distinguished(3)___

Conference Date/Time_____

Teacher signature and date Taylor Juszynski 5/18 Rater signature and date_____