

IASD District and Building Demographics

Indiana Area School District

Demographic Information (NCES 2016-2017)

District	State	Total Students	Total Teachers	# of ELLs	# of Students with IEPs
Indiana Area	Pennsylvania	2,817	208.47	59	389

School	District	Locale	Total Students	Title I School ?	Amer Ind/ Alaskan	Asian	Black	Hispanic	Native Hawaiiian/Pacific Islander	White	2 or More Races	Free Lunch Eligible	Reduced Lunch Eligible
Ben Franklin Elem.	Indiana	Town: Distant	479	Yes	0	40	19	7	1	411	1	178	34
East Pike Elem.	Indiana	Rural: Fringe	399	Yes	2	12	22	4	0	354	5	164	20
Eisenhower Elem.	Indiana	Town: Distant	219	Yes	0	13	7	2	2	194	1	83	11
Horace Mann	Indiana	Town: Distant	204	Yes	0	7	11	3	0	174	9	73	15
Indiana Area Jr. High	Indiana	Town: Distant	668	No	2	33	22	11	1	588	11	255	36
Indiana Area Sr. High	Indiana	Town: Distant	837	No	3	51	23	13	2	739	6	285	39
Totals					7	156	104	39	6	2,460	33	1,038	155

IASD Teacher Demographics

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EPK1	Elementary Education	K All K	29	Y	BSED MED+	Elementary K-6	NA
EPK2	Elementary Education	K All K	13	Y	BSED MED+	Elementary K-6 Reading Specialist PK- 12	Currently working on EDS in Educational Technology at Boise State
BFK3	Elementary Education	K All K	11	Y	MED+	Elementary Teacher Certification K-6 Principal Certification P-12	ESL Certification IU 1
EP11	Elementary Education	1 st All 1st	22	Y	BSED MED	Elementary K-6; Reading Specialist PK- 12	NA
BF12	Elementary Education	1 st All 1st	11	Y	BSED MED	Elementary K-6; Reading Specialist PK- 12	NA
BF13	Elementary Education	1 st All 1st	11	Y	BSED MED	Elementary K-6	Curriculum & Instruction

					Currently in DED	Reading Specialist PK- 12	
EP21	Elementary Education	2 nd All 2 nd	25	Y	BSED MED+	Elementary K-6	NA
EP22	Elementary Education	2 nd All 2 nd	34	Y	BSED MED+	Elementary K-6	
BF23	Elementary Education	2 nd All 2 nd	20	Y	BSED MED	Elementary K-6	NA
BF24	Early Childhood PK-4 with Special Education PK-8	2 nd All 2 nd	1	N	BSED MED	Early Childhood PK-4 Special Education PK-8; Reading Specialist PK- 12	NA
EP31	Elementary Education	3 rd All 3 rd	12	Y	BSED MED+	Elementary K-6	Curriculum and Instruction K- 12 Gannon
EP32	Elementary Education Mathematics Education	3 rd All 3 rd	13	Y	BSED+	Elementary K-6; Mathematics 7-12	NA
EP33	Elementary Education English Education	3 rd All 3 rd	12	Y	BSED+	Elementary K-6; English 7-12	NA
BF34	Elementary Education	3 rd Reading	9	Y	BSED MED	Elementary K-6;	NA

	Middle Level Education					Middle Level Mathematics 4-8	
BF35	Elementary Education	3 rd English and Reading	20	Y	BSED MED	Elementary K-6	NA
EP36	Elementary Education	3 rd All 3rd	21	Y	BSED MED+	Elementary K-6	NA
EPLGA1	Early Childhood PK-4 with Special Education PK-8	K-3 Reading	1	N	BSED+	Early Childhood PK-4 with Special Education PK-8; Currently working on Reading Specialist P-12	
HM41	Early Childhood with Special Education	4 th English	1	N	BSED MED	Early Childhood PK-4 Special Education PK-8; Reading Specialist PK-12	NA
HM42	Early Childhood with Special Education	4 th Mathematics Science Social Studies	4 (1 in IASD)	N	BSED	Early Childhood PK-4 with	NA

						Special Education PK-8	
EPHP1	Health and Physical Education	PK-3 Health and Physical Education	29	Y	BSED	Health and Physical Education K-12	NA
JHHP2	Health and Physical Education	6-8 Health and Physical Education	5	Y	MED	None	BSED Slippery Rock HPED PK-12
JHA1	Art Education	6-8 Art	21	Y	BSED MED	Art Education PK-12	NA
JHA2	Art Education	6-8 Art	33	Y	BSED MS	Art Education PK-12	NA
JHESL1	English as a Second Language	4-8 ESL	11	Y	BSED MED+	English Education 7-12	Curriculum & Instruction Gannon
JHSS1	Social Studies Education	8 th Social Studies	24	Y	BSED MED+	Social Studies 7-12	NA
JHM1	Mathematics Education	7 th Mathematics	22	Y	BSED MED	MIDL Math 4-8; Mathematics 7-12	NA
SHSS1	Social Studies Education	10-12 Social Studies	25	Y	BSED MA+	Social Studies 7-12; History; Principal Certification; PK-12 Currently enrolled in	NA

						Master's in Employee and Labor Relations	
BFRS1	Elementary Education	K-3 Reading	9	Y	BSED MED	Elementary K-6; Reading Specialist PK-12	NA

IASD

HM42

HM42 is a fourth grade teacher in the Indiana Area School District; she teaches Mathematics, Science, and Social Studies. This is her first year of teaching in the IASD and her fourth year total; she previously taught at Creighton's Corner Elementary School in Ashburn, Virginia, and at the Young Scholars of McKeesport Charter School in Pennsylvania. She is not tenured yet in Pennsylvania. HM42 earned her Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 from IUP.

The majority of HM42's students are white and vary in socioeconomic status. She has five students who are identified as English language learners, three students with IEPs and five students with GIEPs.

HM42 agreed or strongly agreed in most of the categories on the survey. She chose five areas to provide evidence of her agreement:

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

"I love collaborative learning and have confidence in facilitating this type of learning. When students collaborate with each other, a lot of GREAT things happen. I stress to students the importance of individuality. We are all different and learn differently. Some of us are good in math and some of us are not. It's okay not to know everything. We will learn it together. Having this conversation allows for positive social interaction while doing collaborative learning and students embrace each others' differences."

- Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues? (InTASC 5; CAEP 4.1)

"I have implemented project based learning into numerous lessons which integrates 21st century skills. During a unit on Oceans, we discussed how a lot of the ocean is polluted and the harm of pollution on marine life. Students were then split into groups and researched specific areas of the ocean and what is polluting it. They then researched and came up with a plan on how to stop or narrow down the pollution and how to help marine life survive. After students were done and had a presentation ready, representatives from the Baltimore Aquarium (I was working near there at the time) came to observe the presentations. The students shared their research and some of the students' plans were considered. Students worked as a team and brainstormed how to solve a global issue."

- 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 8; CAEP 4.1)

"Throughout each school day, I use a variety of instructional strategies. My professors always stressed the importance of using different ways to deliver the lesson. I use graphic organizers, guided notes, Flipcharts/Prezi/PowerPoint, show short videos, think aloud, direct instruction, lecture, guided practice, guided groups, hybrid rotations, gradual release, and independent work

to name a few. I have been complimented by supervisors on how well I reach all of my students by using different teaching strategies. Past supervisors have told me that IUP prepared me well!”

- Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC 10; CAEP 4.1)

“Teaching is not a one person job. In order to be successful teachers need to have open communication between their students’ families, colleagues, and school personnel. Every week I email families letting them know what their children will be learning and any other important news. I make sure that the families know that we are a team and together we will make sure their children succeed and grow academically. In addition, I communicate with other grade level teachers. I ask the next grade level teacher what concepts they want me to teach. This may be an area that they see the current students struggling with. In doing so ensures learning growth. Last year, I suggested doing vertically planning and all of the teachers loved the idea! We grew together and shared how much other students grew.”

- Respect learners’ differing strengths and needs and is committed to using this information to further each learner’s development? (InTASC Critical Disposition 1h; CAEP 4.2)

“The biggest challenge of teaching is to meet the needs of all students. The past four years, I have had students with IEPs and GIEPs. It is hard to reach each student during every lesson even though I use different instructional strategies. Because of my education at IUP, I have been able to tackle this challenge with confidence. Based on progress monitoring and benchmark testing, I group students based on their strengths and needs. During math, I do rotations where I work with students in small groups to provide them with instructional they need to either be on grade level or challenge them to be above grade level. I also use *iReady* lessons so students can work in the areas they need to improve. I am actively planning and researching on how to further each learner’s development.”

She disagreed with the following statement and provided a response:

- Commit to exploring how the use of new and emerging technologies can support and promote student learning? (InTASC Critical Disposition 8r; CAEP 4.2)

“It would be great to have a course that solely focuses on technology. Technology plays a big role in promoting student learning. Things may be different now, but it would be beneficial if one classroom had a promethean board. I would have benefited from taking a class that taught us how to create interactive flipcharts. There are a lot of interactive websites out there to help promote student learning. I wish I was exposed to more technology. I had a lot of learning to do my first couple years of teaching on top of the other stressors!”

When asked how HM42 currently uses technology, she wrote, “I use the Promethean board to make interactive/ student friendly flipcharts. It keeps the students engaged. Every student in the classroom has access to a Chromebook. I use google classroom and other education websites.

Every year I try something new in regards to technology. This year I have been doing a lot with Google classroom and I love it! However, I think the students love it more. Within Google classroom, I post enrichment activities that students work on independently or in small groups. It

is very interactive. I use Google Forms a lot. I use Google forms for quizzes and exit tickets. It is wonderful because the students see their results right away. I'm actively walking around the room and if a student is confused on why they missed a question, he/she raises his/her hand and can make the correction right away. I also use quizizz.com to do informal assessments. It is interactive and the students love it. Lastly, I use Quizlet. I have found that the examples listed above highly motivate students."

HM42 has not yet been observed in her current position so she provided her observation tool from her prior positions. The first observation was in her fifth grade classroom at the Young Scholars of McKeesport Charter School where her principal also used an observation protocol based on Charlotte Danielson's Framework; however, the protocol only assessed Domain 1: Planning and Preparation, Domain 2: Classroom Environment, and Domain 3: Instruction. HM42 was rated as proficient or distinguished in all of the components in all three domains. She was rated Distinguished in the following components of Domain 1: Demonstrating Knowledge of Students and Designing Coherent Instruction. In Domain 2, the following areas were ranked as distinguished: Environment of Respect and Rapport and Managing Student Behavior. Areas of distinguished ratings for Domain 3 were as follows: Communicating Clearly and Accurately, Questioning and Discussion Techniques, and Engaging Students in Learning.

The second observation HM42 provided was from her fifth grade classroom at the Creighton's Corner Elementary School. That observation was also based on the Danielson Domains. She received positive comments in all Domains and the Overall Evaluation Summary states, "The pacing of your activity was very good. You kept the students highly engaged and active during the activity as well as during the wrap up review. The activity reflected the instruction given. You gave appropriate directions, an appropriate activity, and used appropriate vocabulary. You facilitated cooperative groups well. You speak respectfully and encouragingly when speaking to your students. You involved all students in the learning process and demonstrated fairness. You have a positive attitude and the students pick up on that."

HM42 presented the following student assessment data for a unit on fractions and demonstrates students' growth. These data were gathered in the fall of 2017.

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	2/6	6/6	200%
Student 2	1/6	4/6	300%
Student 3	2/6	6/6	200%
Student 4	0/6	3/6	100%
Student 5	3/6	6/6	100%
Student 6	3/6	5/6	67%
Student 7	3/6	6/6	100%
Student 8	3/6	6/6	100%

Overall, all of her students showed growth with the vast majority showing 100% or higher growth percentages.

HM42 did not have an end-of-year evaluation since she is in her first year at her current school.

When asked what aspects of IUP's Educator Preparation Program were of the greatest value, HM42 noted, "The Pre-Student Teaching Class was of value. I liked the experience of visiting an urban classroom, special education classroom, Pre-K classroom, and regular education classroom. IUP professors prepared me on how to differentiate my instruction to meet the needs of all students. My first two years of teaching was in Northern Virginia. I had 30 students in the classroom with a widespread of learning needs. I was able to think quickly on my feet and provide numerous activities for all learners. I learned the importance of progress monitoring and how to use formative assessments to be sure that students are learning and growing academically. After all, that's what we want our students to do!"

HM42 had the following suggestions for IUP to improve the educator preparation program: "While I was attending IUP, the classrooms did not have a Promethean Board. When I began student teaching, I had to teach myself how to use the Promethean Board. I learned a lot about technology from my cooperating teacher and colleagues after graduation. I think it'd be great if there were courses on technology within the classroom. I don't know about the 'Behind the Scenes' but I think it'd be great if the professors observed elementary classrooms to stay up to date on teaching practices. You can read about it and know what is current, but it's best to see it in action. IUP prepared me to become a teacher, but you don't know what it takes until you actually have your own classroom. I really struggled my first year. Teaching is not easy. Every day has its own challenge. I was not prepared for those challenges. You have to experience it to know how to deal with it. I think it'd be awesome if student teaching could be all year- to prepare you before you do it on your own!"

Finally, when asked if IUP's preparation prepared her for the classroom, HM42 stated, "My preparation from IUP was effective in many areas. IUP stressed the importance of behavior management, meeting the needs of all learners, continuing your education, monitoring student progress, and formative/informative assessments. I feel confident and knowledgeable while teaching. I am still learning!"

Overall, HM42 has demonstrated impact on her students' learning and development based on her students demonstrating achievement in mathematics (CAEP 4.1). Her principals' observations illustrate that she applies the professional knowledge, skills, and dispositions that IUP preparation experiences were designed to achieve (CAEP 4.2 and 4.3). Based on the validated survey using the InTASC Standards, HM42 perceives her educator preparation as relevant and effective to her as a teacher (CAEP 4.4).

IASD EP31

EP31 is a third grade teacher in the Indiana Area School District. She is a tenured teacher with twelve years of experience. She earned her Bachelor's Degree in Elementary Education from IUP and her Master's Degree in Curriculum and Instruction from Gannon University. She has taken courses beyond her Master's Degree.

There are twenty children in EP31's current classroom. She has five students with IEPs for Reading, three children with IEPs for mathematics, two children who receive Occupational Therapy, two children with Behavior plans, and two children who have IEPs for Speech Services. She has sixteen white children, three African American children and one child who is African American / Hispanic.

EP31 agreed or strongly agreed in every category of the Completer Survey, illustrating that she believes IUP prepared her for her teaching career. When asked to provide specific examples for a few of the statements, she chose the following bulleted statements and her comments follow:

- Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains? (InTASC 1; CAEP4.1)

“I feel that all of my teaching experiences at IUP assisted in how I am able to design and implement challenging learning experiences. I was able to attend a Philadelphia Urban Seminar, which helped build strong classroom management and enable me to see inner city schools and education. My eyes were widened to the vast differences. Their emotional and social needs were also very different from my Blairsville and Homer City teaching experiences. I also attended Pittsburgh city school observations. I will always be thankful for the unique opportunities that the teaching department had for anyone who was studying education.”

- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context? (InTASC 7; CAEP 4.1)

“During my time at Indiana University of Pennsylvania I was challenged to write numerous unit plans in each course and field experiences. Creating and writing unit plans helped me to adapt instruction and create motivated lessons. Each part of the lesson plan is engrained in my head as I prepare my daily lessons. After leaving IUP, I felt confident that I could support each student and his or her learning goals.”

When asked how EP31 uses technology for instruction and assessment she said, “Technology is embedded into every aspect of my classroom. I use an interactive Promethean board, Google Slides, ActivInspire, an ActiView, Red Cat microphone system, I have 11 Chromebooks, Google Classroom, Newsela, iReady Math, iReady Reading, Scholastic online, Xtra Math, ST Math,

Kahoot!, YouTube, Spelling City, Quizlet, Quizizz, I have a teacher desktop, one Teacher Google Chromebook, and many other resources. These are a few of the ways that I use technology to assist me with my daily instruction and to teach the standards. I use technology as a motivator as well as an educational tool. Technology is used for assessments, review games, individualized instruction for Guided Reading and ELA, and individualized instruction during Math Hybrid rotations. I use technology to show short motivational YouTube clips and display my handouts and daily lessons. Technology is a vital component to my third grade classroom! For assessment, one of the assessments that our district uses is i-Ready. Not only does it assess the students, but it also monitors the students' progress. I also use Spelling City to monitor the students for spelling/word work. I can differentiate the spelling lists based on the students' needs. I also use websites such as Quizlet, BrainPop, Google Classroom, and Kahoot to assess my students in a more engaging way. The instantaneous results allow me to quickly see what the students know and what I may need to reteach. I use technology for both formative and summative assessments.”

EP31 was chosen as IUP’s Young Distinguished Alumni Award winner in 2013. She has published a children’s book and attended author visits to several school districts and educational settings. She has made presentations to the local Reading Council, and she is an active member of Alpha Delta Kappa. EP31 has held several leadership roles within the district. She was one of four teachers chosen to pilot the Hybrid Math Pilot program and one of five teachers to pilot Benchmark Universe, then trained K-5 teachers in Hybrid Math and Benchmark Universe. Continuous professional development is documented through her earning a Master’s Degree and attendance at a conference for Daily 5 / Math Daily 3 and an ISTE conference. She has served on various curriculum committees, has served as a cooperating mentor teacher for IUP pre-student and student teacher candidates, and currently serves as a mentor teacher in our Professional Development School partnership. EP31 leads her building faculty in their Battle of the Faculties event yearly and assists with Read Across America activities yearly.

The Indiana Area School District uses Charlotte Danielson’s Framework for Professional Practice as their observation protocol. In the year 2016-17, EP31’s observations from her building principal illustrated that she was proficient in every category of Domain 1: Planning and Preparation. In Domain 2: Classroom Environment, she was ranked distinguished in the area of Organizing Physical Space and proficient in all other categories. EP31 was ranked distinguished in two categories in Domain 3: Instruction – Engaging Students in Learning and Assessing Students in Learning. Her rating in Domain 4: Professional Responsibilities, indicated that she was distinguished in Participating in a Professional Community, and she was rated as proficient in all other categories. Overall, her observation scores for 2016-2017 placed her in the Proficient category and are illustrated in the following table:

Domain	Rating (A)	Factor (B)	Earned Points (AXB)	Max Points	Domain Rating
I. Planning and Preparation	2	20%	.40	.60	Proficient
II. Classroom Environment	2	30%	.60	.90	Proficient

III. Instruction	2	30%	.60	.90	Proficient
IV. Professional Responsibilities	3	30%	.60	.60	Distinguished

In the year 2015-2016, EP31's observations from her building principal reflected that she was proficient in every category in Danielson's Domain 1: Planning and Preparation. She was rated proficient in three categories, and distinguished in two categories (Creating a Climate of Respect and Rapport and Organizing the Physical Space), in Domain 2: Classroom Environment. Her principal rated her as proficient in three categories and distinguished in three categories (Engaging Students in Learning, Assessing Student Learning, and Demonstrating Flexibility and Responsiveness) in Domain 3: Instruction. And, she was ranked proficient in five categories and distinguished in one category (Participating in a Professional Community) in Domain 4: Professional Responsibilities. Overall, her observation scores for the 2015-16 year demonstrate she is rated as Proficient and are illustrated in the following table:

Domain	Rating (A)	Factor (B)	Earned Points (AXB)	Max Points	Domain Rating
I. Planning and Preparation	2	20%	.40	.60	Proficient
II. Classroom Environment	2	30%	.60	.90	Proficient
III. Instruction	2	30%	.60	.90	Proficient
IV. Professional Responsibilities	3	20%	.60	.60	Distinguished

IASD uses the Commonwealth of Pennsylvania Department of Education's PDE 82-1 final evaluation tool to assess end of year performance. EP31's final evaluation from her building principal in the year 2016-17 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.20	50%	1.1000	1.50	NA
Building Level Rating	2.23	15%	.3345	0.45	NA
Teacher Specific Rating	2.20	15%	.3300	.45	NA
Elective Rating	3.0	20%	.6000	.60	NA
Overall Effectiveness Rating			2.36		Proficient

EP31's final evaluation from her building principal in the year 2015-2016 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.20	50%	1.1000	1.50	NA
Building Level Rating	2.37	15%	.3555	0.45	NA
Teacher Specific Rating	2.20	15%	.3300	.45	NA
Elective Rating	3.0	20%	.6000	.60	NA
Overall Effectiveness Rating			2.38		Proficient

The IASD uses Student Learning Outcomes to demonstrate a teacher's impact on students' learning. EP31 selected to use her Student Learning Objectives (SLO's) for fluency to demonstrate her impact on student learning. Students must meet either Target 1 or Target 2 in order for the SLO to be met. EP31 presented three years of data. One hundred percent of EP31's students met the targeted learning objectives all three years.

Third Grade 2014 - 2015

Student Learning Objective: Students will demonstrate increased fluency across fiction and nonfiction texts.

PA Standards: 1.1.3B

Rationale: A fluent reader is better able to understand both fiction and nonfiction texts, as time and energy are not spent on decoding words, but on understanding and analyzing what is being read.

Students must meet EITHER Target 1 or 2

PI Target #1: Using Treasures 3rd grade fluency passage, students will show 25% growth by the end of Third Grade

PI Target #2: Using a Treasures 3rd grade fluency passage, students' fluency will reach 107 WPM

NAMES	Fall	Spring	PI Target 1 (25% increase)	PI Target 2 (107 WPM)
Student 1	67	98	X	
Student 2	45	74	X	
Student 3	30	67	X	
Student 4	45	86	X	
Student 5	76	122	X	X

Student 6	121	146	X	
Student 7	0	22	X	
Student 8	40	91	X	
Student 9	113	169	X	X
Student 10	31	108	X	X
Student 11	123	173	X	X
Student 12	51	89	X	
Student 13	55	98	X	
Student 14	78	137	X	X
Student 15	90	133	X	X
Student 16	70	107	X	X
Student 17	69	91	X	
Student 18	78	132	X	X
Student 19	105	146	X	X

Third Grade 2015-2016

Student Learning Objective: Students will demonstrate increased fluency across fiction and nonfiction texts.

PA Standards: 1.1.3B

Rationale: A fluent reader is better able to understand both fiction and nonfiction texts, as time and energy are not spent on decoding words, but on understanding and analyzing what is being read.

Students must meet EITHER Target 1 or 2

PI Target #1: Using Treasures grade fluency passage, students will show 25% growth by the end of Third Grade.

PI Target #2: Using a Treasures 3rd grade fluency passage, students' fluency will reach 107 WPM.

NAMES	Fall	Mid-Year	Spring	PI Target 1 (25% increase)	PI Target 2 (107 WPM)
Student 1	70	123	161	x	x
Student 2	91	133	140	x	x
Student 3	157	160	210	x	x

Student 4	95	134	145	x	x
Student 5	76	81	101	x	
Student 6	65	81	96	x	
Student 7	62	75	120	x	x
Student 8	52	124	132	x	x
Student 9	57	121	140	x	x
Student 10	88	135	182	x	x
Student 11	38	71	82	x	
Student 12	153	197	215	x	x
Student 13	78	124	131	x	x
Student 14	67	114	103	x	
Student 15	114	142	161	x	x
Student 16	150	183	205	x	x
Student 17	98	164	186	x	x
Student 18	138	173	173	x	x
Student 19 (New 1-25-16)		112	136		x
Student 20 (New 2-9-16)		69	91	x	

Third Grade 2016-2017

Student Learning Objective: Students will demonstrate increased fluency across fiction and nonfiction texts.

PA Standards: 1.1.3B

Rationale: A fluent reader is better able to understand both fiction and nonfiction texts, as time and energy are not spent on decoding words, but on understanding and analyzing what is being read.

Students must meet EITHER Target 1 or 2

PI Target #1: Using Treasures grade fluency passage, students will show 25% growth by the end of Third Grade.

PI Target #2: Using a Treasures 3rd grade fluency passage, students' fluency will reach 107 WPM.

NAMES	Fall	Mid-Year	Spring	PI Target 1 (25% increase)	PI Target 2 (107 WPM)
Student 1		New Student	71	NA	NA
Student 2	80	119	144	X	X
Student 3	66	124	106	X	
Student 4	66	82	127	X	X
Student 5	144	169	186	X	X
Student 6	71	94	114	X	X
Student 7	63	102	132	X	X
Student 8	22	50	68	X	
Student 9	73	100	132	X	X
Student 10	112	133	161	X	X
Student 11	66	93	143	X	X
Student 12	99	116	135	X	X
Student 13	43	82	93	X	X
Student 14	99	117	135	X	X
Student 15	75	90	119	X	X
Student 16	57	79	97	X	
Student 17	84	97	118	X	X
Student 18	96	147	169	X	X
Student 19	105	119	125		X

Student 20	147	167	193	X	X
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When asked what aspects of IUP’s Educator Preparation Program were of greatest value, EP31 remarked, “I believe that my hands-on experiences with students were the most valuable. My Junior Block, Pre-Student Teaching, and Student Teaching experiences helped me to be better prepared and understand how to be an effective educator.” Recommended improvement to the IUP EPP program from EP31 was to give candidates as many experiences with students as possible; waiting until the junior or senior year is too late to see if candidates are a “good fit” for a classroom. Finally, when asked if IUP’s preparation was effective and relevant to the responsibilities confronted in the classroom, EP31 wrote, “IUP did an excellent job preparing me for my future as an educator. I was able to participate in an additional teaching experiences, Philadelphia Urban Seminar, that helped to have more hands-on experiences with children of all abilities and backgrounds. I made lasting relationships with professors that have blossomed over the years. I was very fortunate to have professors that made it easy for me to contact them for advice and/or lesson ideas. I always recommend IUP to anyone looking to go in the field of education because I felt very prepared and honored to graduate from Indiana University of Pennsylvania.”

Overall, EP31 has demonstrated clearly her impact on her students’ learning and development based on 100% of her students achieving Target levels on her Student Learning Outcomes (CAEP 4.1). Her principal’s observation and final evaluation all illustrate that she applies the professional knowledge, skills, and dispositions that IUP’s preparation experiences were designed to achieve (CAEP 4.2 and 4.3). EP31 has earned tenure, a Master’s degree, and has completed 12 years of teaching. She has served in multiple leadership roles and her principal rated her as distinguished in Participating in a Professional Community as well as other categories across domains (CAEP 4.3). Based on the validated survey using the InTASC Standards, EP31 perceives her preparation as relevant and effective to her as a teacher (CAEP 4.4).

**IASD
JHA1**

JHA1 is an Art Education Teacher who is currently teaching Art to students in grades 6, 7, and 8. She has teaching experience at the elementary level in grades PreK-6 and at the secondary level grades 9-12. She currently holds a Bachelor of Education and a Master of Education degree from IUP and received her Pennsylvania Instructional Certificate in Art Education PK-12. She is tenured and has been teaching for 21 years.

JHA1 teaches quarter-based art classes to students in grades levels 6-8. She provided the IEP/GIEP breakdown of her classes for third quarter as a sample of demographics at any given quarter. The percentage of students in an art class who are identified and possess an IEP ranges from 14% percent to 29%. GIEPs range from 0% to 29% of the students in the class. These percentages exclude the Life Skills and Challenge classes which are in addition to the regularly scheduled art rotation classes.

Period 1, 7th Grade, 14 students, 1 GIEP, 2 IEP

Period 2, 7th Grade, 14 students, 1 GIEP, 4 IEP

Period 3, 8th Grade, 14 students, 1 GIEP, 2 IEP

Period 4, 8th Grade, 14 students, 1 GIEP, 1 IEP

Period 7, 6th Grade, 13 students, 2 IEP

Period 8, 6th Grade, 14 students, 3 IEP

She also teaches a Life Skills Class of 12 where all 12 students have an IEP and a Challenge Class of 12 where all 12 students have GIEPs. She indicated that she currently has one ESL student in one of her classes this quarter. Demographic information as it pertains to ethnicity within her classes was not reported.

JHA1 clearly expressed that she believed IUP's Educator Preparation Program prepared her in all InTASC Standards and CAEP standards as she supplied responses of strongly agree and agree to all survey questions pertaining to standards and dispositions.

JHA1 had an interesting perspective when answering the request to describe how she uses technology for instruction in her classroom, "In my opinion, technology is a misused term. Technology as it is used today refers to computer technology. The technologies that are mostly used in my art room are a little older. Pottery wheels are 5,000 years old and felting needles are from the Middle Ages. So, we use various forms of technologies in my classroom daily. Computer technology is at this point only used as a reference tool for looking up images, videos on how to do certain techniques and as a model for drawing and sculpting." She did indicate the use of technology through platforms that manage student records such as attendance and grading.

When asked what aspects of IUP's Educator Preparation Program were of the greatest value to her as a practicing educator she indicated, "The Clinical Experiences! Spending more time in the classroom would be so valuable." She also appreciated the discussions she had with professors

and advisors as it pertained to practical application of theory into the classroom and “appropriate professional expectations”.

JHA1 did have two suggestions for improvement, “Allow teacher education majors, especially in the ARTS to have more exposure to a wider variety of techniques in each media during entry level classes, ex: pottery wheel in ceramics, wide variety of painting and metals techniques, so that they might be exposed to more things that they might be required to teach.” She also suggested a “focus on appropriate and comprehensive lesson planning and writing.”

“Make sure that they know what is required of them during clinical experiences. As a Co-op, I find that student teachers seem to be hearing some of that for the first time when I meet them. I know that is not the case, however, it needs to be impressed upon them more strongly.” She also believed that more discussion as it pertains to work ethic and professionalism “for today’s generation of college students would greatly benefit them.”

While JHA1 did offer suggestions for improvement it is evident that she believes her preparation from IUP was effective and relevant to the responsibilities she confronts on the job front. JHA1 stated, “Most definitely! The only thing that I feel that I lacked was exposure to techniques and processes that students who attended IUP earlier than I did learned. When I compare what I was exposed to versus what someone 15 years before me learned there are discrepancies. I had good, knowledgeable professors that cared about my success and helped me to mature and understand that it was my responsibility to ensure that success.”

Indiana Area School District’s Teacher Observation Form and PDE’s Classroom Teacher Rating Form are all based on the Charlotte Danielson Framework. JHA1’s Teacher Observation form listed all proficient and distinguished ratings in each component of each domain. Feedback such as, “Transitions were seamless from review, to demo, to application. Very little class time was lost as students moved through the lesson,” were provided for 2c and “The nature of the interactions and tone of conversations with and among students reflect they are interested in and value learning,” for 2b help demonstrate JHA1’s impact in that domain (inTASC Standards 2; CAEP 4.1 and InTASC Standard 4; CAEP 4.1). Of particular interest, as it demonstrates (InTASC 5r; CAEP 4.2), is a written narrative of 3e. Demonstrating Flexibility and Responsiveness by the evaluating administrator, “Mrs. JHA1 demonstrated flexibility throughout the review and demonstration by responding to student answers. This was most evident during the application part of the lesson. She provided individual feedback to students as they painted.”

This observation feeds into the Classroom Teacher Rating Form where JHA1 received a performance rating of Distinguished. It is important to note that the Domain Rating Assignment is a 0 to 3 Point Scale (A) with a 0 representing Failing, 1 Needs Improvement, 2 Proficient and a 3 indicates a rating of Distinguished. JHA1 received an overall rating of 2.94 out of 3.00 which classifies as a rating of distinguished. It is important to note that JHA1 received a perfect rating in all categories except the Building Level Rating which is determined by state-level growth as measured through growth, PVAAS, and state-wide testing. Overall, the 2015-2016 were as follows as presented on the Commonwealth of Pennsylvania’s Classroom Rating Form:

2014-2015 School Year Classroom Rating Form

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				3.00	3.00

Teacher Observation Forms from January 20, 2016 and May 4, 2016 contain similar but growing ratings. The January 20, 2016 assessment contained all distinguished ratings in all components for all domains. The May 3, 2016 assessment showed similar results with only two proficient ratings and all others noted as distinguished. These observations were then funneled into the Teacher Observation and Practice Form.

2015-2016 and 2016-2017 School Year Classroom Rating Forms

(A) Classroom Teacher Observation and Practice for both years

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(2) Classroom Teacher Observation and Practice Rating				3.00	3.00

JHA1 was rated as distinguished in both 2015-2016 and 2016-2017 with a score of 2.72 and 2.77 respectively on a scale of 0 – 3.

Indiana Area School District uses the Student Learning Objective Process, as determined by the state to fulfill federal requirements. JHA1 shared her 2014-2015, 2015-2016 and 2016-2017 SLO Plans. These SLO Plans were co-written and implemented by JHA1 and JHA2. One-hundred percent of the students met the growth goal set in all three years.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2014-2015

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *44 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *44/44 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2015-2016

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *59 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *59/59 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2016-2017

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *56 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *56/56 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Results from all three years of SLO data indicate that JHA1 had an impact on 6th-8th grade learners within the Junior High School. Growth was measured for all three years and submitted to the building administrator as part of the Teacher Effectiveness Plan.

In conclusion, JHA1 indicated, “The teaching of art elementary and secondary methods classes were very valuable to my teaching today. Spending an entire semester discussing the differences and qualities of each level has been beneficial as a new teacher and remain so today. We practiced and studied issues related to the planning and implementing of instruction of those age levels and then carried that information with us to our student teaching experiences. As a student I had no idea how important every aspect was to the educational experience of each child. A wide variety of areas were addressed. We focused on items like, the nature of each age level, various ways to approach ideas, the best layout of the room, “mock” supply ordering and curriculum writing. As I go through my career and experience the ever changing education system and nature of the student I not only draw on those classes, but the resources that we used and were directed to seek out in order to improve ourselves as educators. (InTASC 1; CAEP4.1) I am always re-writing lesson plans. Our curriculum and lesson plans are living, breathing documents. They are never “done”. I am constantly in touch with colleagues in my own building and across the county. I am personally always exploring new skills and resources, also taking any classes when I can. Educational magazines and teacher discussion groups are great for learning more about today’s youth.” (InTASC 7; CAEP 4.1 and (InTASC Critical Disposition 10; CAEP 4.2).

JHA1 through survey data, evaluations, SLOs and self-reflection clearly indicates the impact of IUP’s educational art and education programs on our graduates the impact on P-12 students’ learning.

**IASD
JHSS2**

JHSS2 is currently a tenured 8th grade Social Studies teacher in the Indiana Area School District with 24 years of service. He is currently teaching History to 159 8th grade students but previously taught 7th and 9th grade students under his Social Studies 7-12 certification which was received after earning his Bachelor of Science degree in Social Studies from IUP and his Master's Equivalency through IUP as well. He has also earned graduate-level credits beyond his Master's Equivalency status.

There are 159 students in JHSS2's classes. There are 26 out of 159 students who are identified and possess an Individualized Educational Plan (IEP). There are also 6 out of 159 non-native English speakers (ESL) on his class role. JHSS2's class role consists primarily of white (Caucasian) students but other ethnicities include African Americans, South Asian, South-West Asian, East Asian, South American and African.

JHSS2 strongly agreed in every category of the Completer Survey, providing evidence that he believes IUP prepared him for his teaching career. JHSS2 responded to bulleted statement regarding technology as follows:

- Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition Standard 8; CAEP 4.2)

“In my class we utilize Chromebooks daily in our study of US History. The History textbook is online and students can access it at home or in the classroom, or anywhere there is an internet connection. The McGraw Hill Connected Networks allows student to read the text, but also provides them with interactive maps, graphs, charts, review quizzes, learning games, and primary source readings. It is all self-contained on one site. I also utilize an ActivBoard (Smart Board) during class presentations/lectures.”

JHSS2 also elaborated regarding the use of technology in the completer survey. In addition to the online textbook and interactive whiteboard he also indicated using GoGuardian, which is a classroom management tool, and PowerTeacher and PowerSchool, for attendance and assessment purposes. He also indicated the use of Google for Education tools at times for the administration of quizzes and tests.

- Embrace the challenge of continuous improvement and change (InTASC Critical Disposition Standard 10t; CAEP 4.2)

JHSS2 also elaborated on this bulleted statement:

“With Act 48 I am not sure if it's an embrace or a forced hug, but I have taken numerous classes/courses for professional development.”

JHSS2 followed this comment with a list of the following professional development opportunities he had completed which included Digital Handwriting, Using Google Forms, GoGuardian, Newsela Webinar, E-Hallpass, Blended/Personalized Learning Technology, Chromebook Training, HOMePLaTe-ITI Google Certified Trainer (led the course) training, Interactive Tech Innovations, SLO Video Conference, Digital Playground, Promethean Board for Beginners, Summer Technology Workshops and work that evolved around the McGraw-Hill Curriculum implementation.

JHSS2 has also held leadership positions within the school that include serving as the lead coordinator of the 8th grade-level culminating field trip to Washington D.C., Indiana Area Educational Association Membership Chair, Social Studies Curriculum Committee member and coordinator of the 8th Grade Geo Bee. He has chaperoned and sponsored several finalists to the Geography Bee in Penn State and Harrisburg. He has also attended the international conference, ISTE, International Society for Technology in Education, in San Antonio, Texas to further his instructional technology expertise in the classroom.

Charlotte Danielson's Framework for Professional Practice is embedded into the observation tools and teacher rating form for Indiana Area School District. JHSS2 supplied a very early observation dated April 17, 2013, prior to PA's Teacher Effectiveness Rating, that provided a narrative that supported JHSS2's planning and preparation as observed by the current administrator. She indicated that JHSS2, "Demonstrates knowledge of the subject matter presented in class." In regards to instructional delivery she stated, "All activities were completed at a pace that was on target with the academic skill level of students in the classroom. Time is given for students to process the information and ask questions if they needed assistance." This observation led to a score of 20 in Personality, 20 in Preparation, 20 in Technique and a 20 in Pupil Reaction on the 2012-2013 Professional Employee Rating Form which listed JHSS2 as Satisfactory for the year. The only two ratings at that time were Satisfactory or Unsatisfactory.

Two other more current Teacher Observation Forms were submitted from two different administrators. These observation forms utilized Charlotte Danielson's Framework. The first observation form was from October 29, 2014 and the second observation was dated May 9, 2016. Both observation forms listed all Proficient and Distinguished categories in all domains. The second observation feeds into the Classroom Teacher Rating Form where JHSS2 received a performance rating of Distinguished. It is important to note that the Domain Rating Assignment is a 0 to 3 Point Scale (A) with a 0 representing Failing, 1 Needs Improvement, 2 Proficient and a 3 indicates a rating of Distinguished. JHSS2 received an overall rating of 2.86 out of 3.00 which is a rating of distinguished. JHSS2 received a perfect rating in all categories except the Building Level Rating which is determined by state-level growth as measured through growth, PVAAS, through state-wide testing. Overall, the 2015-2016 were as follows as presented on the Commonwealth of Pennsylvania's Classroom Rating Form:

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(3) Classroom Teacher Observation and Practice Rating				3.00	3.00

JHSS2's final evaluation from his building principal in the year 2015-2016 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	3.0	50%	1.5000	1.50	NA
Building Level Rating	2.13	15%	.319	0.45	NA
Teacher Specific Rating	3.0	15%	.4500	.45	NA
Elective Rating	3.0	20%	.6000	.60	NA
Overall Effectiveness Rating			2.86		Distinguished

Indiana Area School District uses the Student Learning Objective Process, as determined by the state to fulfill federal requirements. JHSS2 shared his 2015-2016 SLO Plan and two classroom sets of results from two years as follows. One-hundred percent of the students met the growth goal set in the year 2015-2016.

8th Grade 2015-1016

1. Classroom Context: 8th Grade, 198 Students, U.S. and PA History
2. SLO Goal – Goal Statement and Process
 - “Students will demonstrate their understanding of the impact of how United States and Pennsylvania History has influenced its citizens and impacted the rest of the world.”

- “Students will be given a standards aligned pre-test at the beginning of the school year. Students will then be given the same test administered as a post-test at the conclusion of the school year. Students overall vocabulary, civics and history knowledge will be shown to have increased due to the delivery of the 8th grade history curriculum. This pre- and post-test will focus on basic history and civics standards.”
- Standards:
 - i. Subject Area – 8: History Standard Area – 8.1: Historical Analysis and Skills Development Grade Level – 8.1.8: Grade 8
 - 8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.
 - 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
 - 8.1.8.C: Produce and organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.
 - ii. Subject Area – 8: History Standard Area – 8.2: Pennsylvania History Grade Level – 8.2.8: Grade 8
 - 8.2.8.A: Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
 - 8.2.8.B: Compare and contrast the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.
 - 8.2.8.C: Compare and contrast the ways continuity and change have impacted Pennsylvania history.
 - 8.2.8.D: Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.
 - iii. Subject Area – 8: History Standard Area – 8.3: United States History History Grade Level – 8.3.8: Grade 8
 - 8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
 - 8.3.8.B: Evaluate the importance of historical documents, artifacts and places critical to United States history.
 - 8.3.8.C: Summarize how continuity and change have impacted U.S. history.
 - 8.3.8.D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.
- 3. Performance Measures (PM): This was a classroom administered assessment given during the first week of instruction and then the last week of instruction.
- 4. Performance Indicators (PI): The target was 8th grade students and the expected growth from a student group was at least 10%.

5. Elective Rating: Failing 0%-34%, Needs Improvement 35%-49%, Proficient 50%-89%. Distinguished 90%-100%.

The same SLO was utilized for the 2016-2017 school year. Two classroom sets of sample data were provided. JHSS2 indicated growth by all students in these samples. It is also noted that the Classroom Teacher Rating Form indicates that JHSS2 received a 3.0 or the maximum rating possible in the Elective Rating which means all of his students measured 90%-100% growth as noted in #5 above.

2015-1016 SLO Data (Sample Class)

Student	Test #1	Test #2	Test Score Difference	% Growth Measured+ Diff/Original
1	27	44	17	63%
2	38	49	11	29%
3	39	48	9	23%
4	25	43	18	72%
5	24	39	15	63%
6	36	57	21	58%
7	37	55	18	49%
8	41	53	12	29%
9	29	47	18	62%
10	41	51	10	24%
11	37	45	8	22%
12	33	40	7	21%
13	39	51	12	31%
14	27	48	21	78%
15	34	46	12	35%
16	25	37	12	48%
17	23	42	19	83%
18	25	35	10	40%
19	32	44	12	38%
20	20	39	19	95%
21	40	54	14	35%
22	36	52	16	44%
23	29	42	13	45%
24	32	48	16	50%
25	33	45	12	36%

2016-2017 SLO Data (Sample Class)

Student	Test #1	Test #2	Test Score Difference	% Growth Measured+ Diff/Original
1	19	37	18	95%
2	20	30	10	50%
3	21	34	13	62%
4	17	27	10	59%
5	19	37	18	95%
6	45	51	6	13%
7	31	36	5	16%
8	39	49	10	26%
9	27	47	20	74%
10	33	43	10	30%
11	42	58	16	38%
12	33	50	17	52%
13	11	35	24	218%
14	18	30	12	67%
15	21	39	18	86%
16	31	40	9	29%
17	29	53	24	83%
18	35	51	16	46%
19	18	41	23	128%
20	27	51	24	89%
21	28	48	20	71%
22	32	49	17	53%
23	29	47	18	62%
24	15	38	23	153%
25	46	62	16	35%
26	22	41	19	86%
27	35	46	11	31%
28	24	50	26	108%

Overall, JHSS2 has demonstrated his impact on his students' learning and development based on 100% of his students achieving the SLO growth measure aligned to PA Academic Standards for his discipline. In the two sets of classroom data provided and his overall performance measure of a 3.0 show evidence that JHSS2 provided an "inclusive learning environment that enable each learner to meet high standards" (InTASC Standards 2; CAEP 4.1). JHSS2 also demonstrated InTASC Critical Disposition Standard 8r; CAEP 4.2, "commit to exploring how the use of new

and emerging technologies can support and promote student learning” as evidenced through his professional development and reported daily use of instructional technology within the classroom. JHSS2 also demonstrates how he accepts opportunities for responsibility as he accepts leadership roles and collaborates with learners and stakeholder groups (InTASC Standard 10; CAEP 4.1) as he coordinates the Washington D.C. culminating field trip and contributes to the implementation of the latest technology-infused curriculum adoption of McGraw-Hill Networks Social Studies program that incorporates technology and learning under one platform. His department, which includes teachers of students in 6th grade through 9th grade, was the first to adopt a curriculum that primarily used e-books and digital classrooms and supplements in the district. JHSS2 also strongly agreed in all areas of the completer survey that IUP’s Educator Preparation Program had prepared him to teach his discipline in his current setting.

IASD

SHSS1

SHSS1 is a high school Social Studies teacher in the Indiana Area School District. He is a tenured teacher with twenty-five years of experience. He earned his Bachelor's Degree in Social Studies 7-12, Principal's Certification P-12, and Master's of Arts in History from IUP. He is currently enrolled in IUP's Master's in Employee and Labor Relations.

There are a total of 140 students in SHSS1's current 10th, 11th, and 12th grade classes. He has five students who are African American, four students of Middle Eastern descent but American born, two Middle Eastern students who have arrived in America recently. SHSS1 has eleven students with IEPs and twenty-three students with GIEPs in an Advanced Placement (AP) class. He has seven students who are considered to be English language learners.

SHSS1 agreed or strongly agreed in every category of the Completer Survey, illustrating that he believes IUP prepared him for his teaching career. When asked to provide specific examples for a few of the statements, he chose the following bulleted statements and his written comments follow:

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

“As part of an American History Grant received several years ago, our department members had the opportunity to spend a day visiting and observing our colleagues. This was such an important chance to get new ideas from my colleagues and I incorporated several ideas that I viewed into my classroom instruction. We currently meet as a department every other week to discuss pacing, strategies, and solutions to issues with the teaching of American History and Economics.”

- 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 8; CAEP 4.1)

“My education at IUP definitely focused us on providing multiple means of instruction and assessment. While I sometimes still lecture, I consistently look for varied ways of presenting material, including primary source analysis, political cartoon analysis, working with maps and tables, and graphs. In the past several years, I have attempted to include more reading and writing prompts as bell-ringers and formative assessments to measure student understanding, but also to assist other departments in preparation for PSSAs and Keystone Exams. SATs and AP exams are also using more of the stimulus based questions and higher level thinking skills, so we try to emulate some of these in class.”

- Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other

school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC 10; CAEP 4.1)

“As the President of Indiana Area Education Association for the last decade, I am constantly involved in district wide discussions of teaching practices and district initiatives. This includes professional development planning and implementation as well as constant contact with a variety of stakeholder groups in the community and throughout the school district.”

- Appreciate multiple perspectives within the discipline and facilitate learners’ critical analyses of these perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)

“Two different activities that I use regularly in my history classes exemplify this standard. The first I refer to is “10 For/10 Against.” Students are given two primary sources that have conflicting perspectives on a particular historical issue (ie. Freedmen’s right to vote after the Civil War). Students are asked to examine the sources and produce a list of ten “arguments” made by each historical figure in support of their view.

Another, “Varying Viewpoints” asks students to read two essays by historians, usually diametrically opposed interpretations of an historical event. They are then asked to choose which historian they feel made a better argument, and be prepared to defend their decision.”

- Commit to exploring how the use of new and emerging technologies can support and promote student learning? (InTASC Critical Disposition 8r; CAEP 4.2)

“As a 25 year veteran, I sometimes “kick and scream” a little bit when it comes to changes in technology, especially when I can’t clearly see the advantage or improved efficiency. Despite this, I remain open-minded and continue to improve my use of technology and skills.”

When asked how SHSS1 uses technology for instruction and assessment, he stated, “Presentation software is used to provide visuals for almost every lesson. Student projects are often centered around products that are created via technology. Student research in and out of class requires use of technology. Our gradebook software has been technology based for over a decade. Additionally we have computer access to all IEPs and GIEPs as well as results of various test results including PSSAs, etc.” SHSS1 also uses PowerPoint presentations and Google Classroom. He uses PSSA data, NWEA data, and Edgenuity for “determining students’ strengths and weakness in reading and writing prior to a new year and new classes of students.” He uses email and Power Teacher to communicate with families.

SHSS1 is currently the Indiana Area Education Association President. He has successfully negotiated early-bird contracts with the IASD School Board. Several years ago, SHSS1 received a Teaching American History grant that brought \$349,253.00 to the District. He was the principal investigator of the grant, and planned and coordinated all grant activities. Activities

included bringing in guest speakers / professors to provide more history content background, purchasing resources for teachers to use with students, organizing field trips to various historical locations, planning workshops for teachers in various disciplines to work together to integrate history into their lesson plans, and engaging history teachers in collaboration and researching best practices. The teachers and students of the IASD greatly benefitted from his efforts.

The Indiana Area Senior High School principal uses Charlotte Danielson’s Framework for Professional Practice as a guide for qualitative classroom observations. SSH1’s observations from 2015-2017 documented strengths in each of the four domains. The summary of one of the January 2016 observations is as follows: “You offered an organized informative and thought-provoking lesson on Reconstruction of the South and its importance according to historical context. The cause-and-effect approach provides a rich background and significant understanding of the issue. IHS appreciates your attention to preparation, organization and promotion of student learning. It is evident that you provide a learning environment of inquiry and welcome relevant and reflective comments of students. Additionally, I appreciate your professional and purposeful approach to educating students and your keen insight and guidance of faculty as a teacher leader at IHS.” In February of 2017, the principal summarized SHSS1’s observation as follows: “You provided students with a content-rich, thought-provoking, and relevant history lesson replete with universally important economic concepts of supply and demand causes and effects. Your organization and pace of instruction met the needs of higher-ability students while providing hands-on problem solving and reflection of processes. It is apparent that you have developed and promote an atmosphere of purposeful learning with your students. Your efforts to supplement student understanding with economic concepts complements their academic growth and understanding of historical concepts. IHS appreciates your professional approach to your instructional responsibilities as well as the teacher-leader example that you set. Such practice sets a standard for any educator to measure oneself at IHS.” In October of 2017, SHSS1’s building principal’s summary of his lesson is as follows: “You provided students with a concept-rich lesson on Demand Elasticity. The lesson was well structured and progressed from understanding a seemingly difficult concept to effective comprehension as a result of step-by-step, simple breakdown of content. Your students followed directions well, complied with your instruction, and remained on task and engaged with your instruction. Furthermore, your interjections of light, relevant humor helped students to gain a better understanding of difficult concepts. IHS appreciates your professional approach to your teaching responsibilities and the degree of professionalism that you exhibit regularly. Thank you also for your quality leadership among faculty, helping our faculty to uphold the virtues and ideals of educating students in a positive, professional, and purposeful manner.”

Overall, SHSS1’s final observation scores for the 2014-2015 school year are as follows:

Domain	Rating (A)	Factor (B)	Earned Points (AXB)	Max Points	Domain Rating
I. Planning and Preparation	2	20%	.40	.60	Proficient
II. Classroom Environment	2	30%	.60	.90	Proficient
III. Instruction	2	30%	.60	.90	Proficient

IV. Professional Responsibilities	3	30%	.60	.60	Distinguished
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Overall, his final observation scores for the 2015-2016 and 2016-2017 school years were identical and are illustrated in the following table:

Domain	Rating (A)	Factor (B)	Earned Points (AXB)	Max Points	Domain Rating
I. Planning and Preparation	3	20%	.60	.60	Distinguished
II. Classroom Environment	2	30%	.60	.90	Proficient
III. Instruction	2	30%	.60	.90	Proficient
IV. Professional Responsibilities	3	30%	.60	.60	Distinguished

IASD uses the Commonwealth of Pennsylvania Department of Education's PDE 82-1 final evaluation tool to assess end of year performance. SHSS1's final evaluation from his building principal in the year 2016-17 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.40	50%	1.2000	1.50	NA
Building Level Rating	2.06	15%	.3090	0.45	NA
Teacher Specific Rating	2.40	15%	.3600	.45	NA
Elective Rating	3.0	20%	.6000	.60	NA
Overall Performance Rating			2.46		Proficient

SHSS1's final evaluation from his building principal in the year 2015-2016 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.40	50%	1.2000	1.50	NA
Building Level Rating	2.40	15%	.3600	0.45	NA
Teacher Specific Rating	2.40	15%	.3600	.45	NA
Elective Rating	2.40	20%	.4800	.60	NA
Overall Effectiveness Rating			2.40		Proficient

SHSS1's final evaluation from his building principal in the year 2014-2015 is as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.20	50%	1.1000	1.50	NA
Building Level Rating	2.12	15%	.3180	0.45	NA
Teacher Specific Rating	2.40	15%	.3300	.45	NA
Elective Rating	2.40	20%	.4000	.60	NA
Overall Effectiveness Rating			2/14		Proficient

SHSS1 provided two examples of proof that he does make an impact on student learning. First, he presented his fifteen-year summary of Advanced Placement United States History Exam results. **SHSS1's students' total pass rate is 82% and the national average is 50%.** The results are summarized in the following table:

YEAR	# of Students	# of Students Passed	Average Score	% Passed
2002	17	14	3.29	82
2003	21	19	3.81	90
2004	19	14	3.42	74
2005	18	17	4.11	94
2006	16	16	4.31	100
2007	15	12	3.73	80
2008	20	16	3.55	80

2009	24	23	4.21	96
2010	13	10	3.46	77
2011	20	13	3.25	65
2012	28	27	4.36	96
2013	30	24	3.33	80
2014	36	23	3.06	64
2015	31	19	3.07	61
2016	24	23	3.96	96
2017	29	26	3.55	90

Secondly, SHSS1 provided his Student Learning Outcomes data for the 2016-2017 school year. The goal statement was to demonstrate “growth through higher scores on the 2016 Released APUSH Exam.” Results are presented in the following table:

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	39	40	3%
Student 2	28	39	39%
Student 3	18	29	39%
Student 4	26	30	15%
Student 5	20	34	70%
Student 6	27	36	33%
Student 7	29	38	31%
Student 8	24	42	75%
Student 9	29	41	41%
Student 10	25	33	32%
Student 11	31	40	29%
Student 12	15	29	93%
Student 13	30	28	-7%
Student 14	25	32	28%
Student 15	19	37	95%
Student 16	12	35	192%
Student 17	15	31	107%
Student 18	17	25	47%
Student 19	25	30	20%
Student 20	29	37	8%
Student 21	33	42	27%
Student 22	21	33	57%
Student 23	28	30	7%
Student 24	15	34	127%
Student 25	21	38	81%
Student 26	26	37	42%
Student 27	24	29	21%
Student 28	17	28	65%

Overall, 27/28 (96%) of the students raised their scores resulting in an elective rating of Distinguished.

When asked what aspects of IUP's Educator Preparation Program were of greatest value, SHSS1 wrote, "The Methods class and the pre-student teaching experiences allowed me to understand what education was really all about, and provided the reinforcement that it was what I wanted to do as a career. Obviously student teaching provided the real world practice that allowed for the early development of teaching style, deliver, and classroom management." Recommended improvements to the IUP EPP Program from SHSS1 was to increase the GPA requirement to a 3.5. He stated, "As my children went through school, I wanted to know that their teachers had been A students." Finally, when asked if IUP's preparation was effective and relevant to the responsibilities confronted in the classroom, SHSS1 wrote, "Personally, I do believe I was well prepared to enter the teaching profession. I believe that some of my fellow graduates were not as well prepared, and in some cases led to them leaving the profession, or not pursuing a teaching job. One thing that I would suggest on this topic is making sure that students begin presenting lessons for a group of students (even peers in a college setting) to make sure that they are comfortable in front of a group, and so that any distracting speech patterns, tics, or behaviors can be corrected early. I think this should occur first semester of the sophomore year. Some of my fellow students did not realize until methods class that they were not good public speakers and by then it was too late. Additionally, while I think IUP and my professors prepared me for the content and pedagogy needed to be an effective teacher, there was a great deal of the "real world" stuff that had to be learned "on the fly" in the first few years. I recommend, and would continue to volunteer to speak to prospective social studies education students about what to expect in the classroom and in the public school setting. The demands grow larger every year and time grows shorter. I am fearful that some great educators may become disillusioned once they experience the real world of teaching and public education if we are not brutally honest early in their academic careers. Don't misunderstand, I love my job and believe it is a noble profession, but it is hard work if you are going to be an effective educator day in and day out and college students need to be aware of that."

Overall, SHSS1 has demonstrated clearly his impact on his students' learning and development based on his high pass rate on the AP History Exam and 96% of his students raising their scores on his assessment of Student Learning Outcomes (CAEP 4.1). His observations by his building administrator and final evaluations all illustrate that he applies the professional knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). SHSS1 has earned tenure, his principal's certification, a Master's degree, and is currently working on a second Master's degree all from IUP. He has written a substantial grant, leads the teachers' union, and has completed twenty-five years of effective teaching (CAEP 4.3). Based on the validated survey using the InTASC Standards, SHSS1 perceives his preparation as relevant and effective to him as a teacher (CAEP 4.4).

A		B	C	D ⁹ ₃	E ⁹ ₄	F ⁹ ₄	G ⁹ ₃	H	I	J	K	L	M	N
A	1 0	B ⁹ ₅	C ⁹ ₈	D ⁹ ₈	E	F	G	H	I	J	K	L	M	N
A	1 0	B	C	D	E	F	G	H	I	J	K	L	M	N
A		B	C	D	E	F	G	H	I	J	K ⁹ ₇	L ⁹ ₄	M ⁹ ₅	N
A		B	C	D	E	F	G	H	I	J	K ⁹ ₂	L ⁹ ₅	M ⁹ ₄	N
A		B	C ⁹ ₆	D ⁹ ₈	E ⁹ ₄	F ⁹ ₄	G ⁹ ₆	H ⁹ ₇	I	J	K	L	M	N
A	1 0	B ⁹ ₈	C ⁹ ₄	D ⁹ ₈	E ⁹ ₄	F	G	H	I	J	K	L	M	N
A	1 0	B ⁹ ₃	C ⁹ ₅	D ⁹ ₅	E	F	G	H	I	J	K	L	M	N
A		B	C ⁹ ₆	D ⁹ ₆	E ⁹ ₃	F	G	H	I	J	K	L	M	N
A		B	C	D	E	F	G	H	I	J ⁹ ₇	K ⁹ ₈	L	M ⁹ ₃	N
A		B	C	D	E	F ⁹ ₈	G ⁹ ₆	H	I	J	K	L	M	N
A		B	C	D ⁹ ₉	E ⁹ ₂	F ⁹ ₁	G ⁹ ₂	H	I ¹ ₀	J	K	L	M	N
A		B	C	D	E	F ⁹ ₉	G ⁹ ₃	H ⁹ ₈	I ⁹ ₂	J	K	L	M	N
A	- 9	B	C	D	E	F	G	H	I	J	K	L	M	N

Aqua – Beginning of Year

Lime – Middle of Year

Magenta – End of Year

The vast majority of the students progressed in their reading levels from the beginning of the year to the end of the year.

Observation Data

2015

Domain	Distinguished	Proficient
Domain 1	1b, 1c	1a, 1d, 1e, 1f
Domain 2	2a, 2c, 2e	2b, 2d
Domain 3	3a, 3e	3b, 3c, 3d
Domain 4	4a, 4d, 4e, 4f	4b, 4c

2016

Domain	Distinguished	Proficient
Domain 1	1a, 1b, 1d, 1e	1c, 1f
Domain 2	2a, 2e	2b, 2c, 2d
Domain 3	3a, 3c, 3e	3b, 3d
Domain 4	4a, 4d, 4e, 4f	4b, 4c

2017

Domain	Distinguished	Proficient
Domain 1	1a, 1c, 1d, 1f	1b, 1e
Domain 2	2b, 2e	2a, 2c, 2d
Domain 3	3a, 3d, 3e	3b, 3c
Domain 4	4a, 4d, 4e, 4f	4b, 4c

Final Year-End Evaluations

2015-2016

District/LEA: Indiana Area SD	School: Ben Franklin Elementary School ▼	
Rating Date: 05/24/2016	Evaluation (Check One)	<input type="radio"/> Periodic <input type="radio"/> Semi-Annual <input checked="" type="radio"/> ANNUAL

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A) ?	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2	20%	0.40	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Teacher Observation & Practice Rating				2.5	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data and Elective Data

Building Level Score ?	<input checked="" type="radio"/> SINGLE BLDG <input type="radio"/> No Score <input type="radio"/> Multiple Bldgs ?	72.9
(2) Building Level Score Converted to 3 Point Rating		1.64

(3) Teacher Specific Rating ?	2.5
(4) Elective Rating ?	3
<input type="checkbox"/> Not Available	

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points	Max Points
(1) Teacher Observations & Practice Rating	2.50	50%	1.2500	1.5000
(2) Building Level Rating (or substitute)*	1.64	15%	0.2460	0.4500
(3) Teacher Specific Rating (or substitute)*	2.50	15%	0.3750	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.47	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

*Substitutions permissible pursuant to 22 Pa. Code 19.1 (IV)(a)(5), (b)(2)(ii), (b)(3)(vi), (c)(3), or (d)

RATING: PROFESSIONAL EMPLOYEE

Or

Rating: Temporary Professional Employee

I certify that the above-named employee for period beginning 07/01/2015 and ending 06/30/2016 has received a performance rating of:

Distinguished
 PROFICIENT
 Needs Improvement
 Failing

resulting in a final rating of:

SATISFACTORY
 Unsatisfactory

A performance rating of Distinguished, Proficient, or Needs Improvements shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employee within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

2016-2017

District/EA: Indiana Area SD School: Ben Franklin Elementary School

Rating Date: 06/05/2017 Evaluation (Check One): Periodic Semi-Annual ANNUAL

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Teacher Observation & Practice Rating				2.7	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data and Elective Data

Building Level Score	<input checked="" type="radio"/> SINGLE BLDG <input type="radio"/> No Score <input type="radio"/> Multiple Bldgs	77.8
(2) Building Level Score Converted to 3 Point Rating		1.89

(3) Teacher Specific Rating	2.7
(4) Elective Rating	3
<input type="checkbox"/> Not Available	

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Eamed Points	Max Points
(1) Teacher Observations & Practice Rating	2.70	50%	1.3500	1.5000
(2) Building Level Rating (or substitute)*	1.89	15%	0.2835	0.4500
(3) Teacher Specific Rating (or substitute)*	2.70	15%	0.4050	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Eamed Points (truncated to two decimal places)			2.63	3.00

Conversion to Performance Rating	
Total Eamed Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

*Substitutions permissible pursuant to 22 Pa. Code 18.1 (V)(a)(5), (b)(2)(x), (b)(3)(v), (c)(3), or (d)

Performance Rating	Distinguished
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RATING: PROFESSIONAL EMPLOYEE

Or

Rating: Temporary Professional Employee

I certify that the above-named employee for period beginning 07/01/2016 and ending 06/30/2017 has received a performance rating of:

DISTINGUISHED Proficient Needs Improvement Failing

resulting in a final rating of:

SATISFACTORY Unsatisfactory

A performance rating of Distinguished, Proficient, or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

EP11

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EP11	Elementary Education	1 st All 1st	22	Y	BSED MED	Elementary K-6 Reading Specialist PK-12	NA

EPP1 shared student assessment data from 2015-2016, observation data from 2018, and final teaching evaluation data from 2016-2017.

Student Assessment Data

East Pike Elementary School			
First Grade SLO Data			
2015-2016			**All students met my goal
DRA Growth			
Teacher Name:			
Room Number:		B-2	
Student Name		Beginning Of Year Score	End Of Year Score
Student 1		2	12
student 2		3	16
student 3		4	16
student 4		10	20
student 5		4	20
student 6		6	16
student 7		2	6
student 8		3	8
student 9		16	30
student 10		14	30
student 11		16	30
student 12		16	30
student 13		4	14
student 14		4	16
student 15		3	6
student 16		8	14

student 17	4	14	5
student 18	4	12	4
student 19	16	24	4
student 20	10	24	7

Teacher Observation 2018

TEACHER OBSERVATION FORM				
	Teacher Name EP11		Administrator: EPPR	
LESSON PLANNING/PRE-OBSERVATION: EVIDENCE OF DOMAINS 1 AND 4				
Formal Observation Date - 2/8/18 Time - 9:30				
	DOMAIN 1		DOMAIN 4:	
F NI P • D	<p>1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? During this time in my classroom, the students will be working independently or with partners during their rounds of Daily 5. The teacher will be pulling students back to meet for guided reading. These students are homogeneously grouped by reading level. I will be meeting with my highest reading group (I) at this time. After independently reading the story, the students will be asked to write down 3 important facts from the story they would include in a summary. The students have heard two whole group lessons to introduce the skill of important vs. unimportant facts from a story as well as writing a summary of a story.</p>		<p>4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.</p> <p>Because there were only 2 girls present today during the lesson I was able to really make sure that they understood the directions and that they were meeting my objective. They both were able to write/discuss 3 key details from the story, Ants. During the lesson I decided to change my word work objective because both girls were misusing 's in their writing.</p>	F NI P • D
F NI P D	<p>1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? The students will be grouped for their guided reading groups based on their instructional reading levels. During their independent reading time, the students will be given something they need to work on during this time based on what they have individually been working on as their reading goals.</p>		<p>4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? I have a guided reading binder that I use with each group. For each group there is a spot to take individual notes on students. I use this to drive my instruction of guided reading. It lists their strengths and weaknesses for each student.</p>	F NI P • D
F NI P • D	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? During this lesson students will be able to apply the strategy of identifying key details and summarizing with their guided reading story. For the word work part of the guided reading lesson the students will work to</p>		<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson? I have found it very beneficial to communicate each child's reading level to families. This informs that family of exactly where their child is as compared to the end of the year goal of level I.</p>	F NI P • D

	change words to comparatives, ex: dark, darker, darkest.		
<p style="text-align: center;">F NI • P D</p>	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? Books were chosen for these guided reading groups based on their instructional reading levels. This story was chosen because it fit well when teaching the comprehension strategy of summarizing. Some guided reading books were not used because they were not good for the skill, reading level or topic.</p>	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues? We have discussed as a grade level how to group students during guided reading. We have also shared various teaching tips for different strategies and skills that we are trying to teach during guided reading. I have also had the Literacy Coach come in to observe me during guided reading and she has given some great pointers that have changed the way I teach guided reading.</p>	<p style="text-align: center;">F NI • P D</p>
<p style="text-align: center;">F NI • P D</p>	<p>1e. Designing Coherent Instruction: List very briefly the steps of the lesson Introduce the text Introduce vocabulary Students independently read the text. Students choose 3 key details from the story and write on dry erase board. Discuss Word Work-change words to comparatives dark, darker, darkest.</p>	<p>4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? We have recently been give professional development on both Guided Reading and Fountas and Pinnell reading assessments. Both of these have greatly impacted my guided reading instruction. I have based my sequence of guided reading lessons on the suggestions of Fountas and Pinnell Guided Reading. I have also taken a Daily 5 and Cafe online course. This has greatly helped with the strategy part of reading for the students. I have spent a lot of time reviewing strategies that they can use when they get to a word they don't know or what to do when they aren't understanding what they are reading.</p>	<p style="text-align: center;">F NI • P D</p>
<p style="text-align: center;">F NI • P D</p>	<p>1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? This lesson's assessment will be completely based on their reading and their ability to list 3 key details from the story.</p>	<p>4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? Some of my students are not getting the extra reading and word work help at home so I need to give them some extra time to practice during Daily 5/ Guided Reading.</p>	<p style="text-align: center;">F NI • P D</p>

OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3			
<p>F NI P • D</p>	<p>2a. Creating a Climate of Respect & Rapport:</p> <p>During this lesson, EP11 was focused on the two children in front of her for the guided reading lesson. She has created a warm atmosphere where students can interact with one another and with her in a safe and supportive manner. It is evident that these interactions occur daily and often in this classroom.</p>	<p>3a. Communicating with Students:</p> <p>The observation began with two students joining EP11 for a guided reading lesson. Students flipped through the book looking at “black” words - vocabulary. Students were given the opportunity to share their important facts with one another. EP11 took the opportunity to have a mini lesson on the use of an apostrophe when she noticed both girls using it incorrectly.</p>	<p>F NI P • D</p>
<p>F NI • P D</p>	<p>2b. Creating a Culture for Learning:</p> <p>This lesson was planned around a book on Ants. It featured a book walk with vocabulary, independent reading and an opportunity for the students to highlight 3 important facts. Students were able to pull the important facts and were allowed to verbally share their third fact. EP11 adjusted the instruction based upon the needs of the students.</p>	<p>3b. Using Questioning & Discussion: Techniques</p> <p>What do you think the antennas do? Do you remember talking about facts that are important and those that are not? When you finish reading I am going to ask you to write 3 important events on the whiteboard.</p> <p>Both students participated in the lesson and were given opportunities to read aloud and answer questions during this lesson. Clear questions and accurate responses were evident in this observation.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2c. Managing Classroom Procedures:</p> <p>The students in this classroom have a clear understanding and can demonstrate their role in this lesson. While 18 students were working independent of the teacher, you would not have noticed. All were on task and in complete control of their learning. At times students were able to transition from one activity to another in a seamless manner. EP11 has excellent classroom management skills.</p>	<p>3c. Engaging Students in Learning:</p> <p>Both students were engaged in this lesson. The lesson began with a mini vocabulary lesson and a picture walk that they both participated in. Each child had the opportunity to whisper read to EP11 during this lesson. The students were in a good fit book and able to read and respond with success. All materials for this lesson were available to the students when needed.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2d. Managing Student Behavior:</p> <p>All students were able to work independently while not at the guided reading table. Some students were reading with a partner, working on Chromebooks, working with words, and listening to reading. When one student used the bathroom pass, another student was sent out to monitor that this child was using the restroom and quickly returning to the classroom.</p>	<p>3d. Assessing Student Learning:</p> <p>EP11 has a reading log that she keeps for every student. During this lesson she listened to students read and made notes in their reading log to be used in future lessons. After the students were finished reading, they were to list three important facts from the story.</p>	<p>F NI • P D</p>

F NI P D	2e. Organizing the Physical Space: This classroom has embraced the concept of flexible seating. Students enjoy the freedom of sitting in all kinds of different seats. They were able to choose from a mini recliner, yoga ball, stools, rocking chair, as well as other additional seating options available to them. This room has a warm and inviting atmosphere that all children feel secure in.	3e. Demonstrating Flexibility & Responsiveness: This lesson was taught as planned. EP11 made notes in each students record sheet. These notes will be used in upcoming lessons with this students. At the end of the lesson she included a mini lesson on 's based upon the errors both students had made in their responses. This mini lesson was well received and it appeared that they now understood when to use an 's or just an s.	F NI P D
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Teacher Final Evaluation 2016-2017

District/LEA	Indiana Area School District		School	East Pike Elementary School	
Rating Date	6/30/2017		Evaluation (Check One)	<input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input checked="" type="checkbox"/> Annual	

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				2.70	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	84.7
(2) Building Level Score Converted to 3 Point Rating	2.23

(3) Teacher Specific Rating	NA
(4) Elective Rating	3.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	2.70	50%	1.3500	1.5000
(2) Building Level Rating (or substitute)*	2.23	15%	0.3345	0.4500
(3) Teacher Specific Rating (or substitute)*	2.70	15%	0.4050	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.68	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Distinguished

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR
 Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 7/1/2016 and ending 6/30/2017 has received a performance rating of:

(month/day/year) (month/day/year)

Distinguished
 Proficient
 Needs Improvement
 Failing

resulting in a final rating of:

Satisfactory
 Unsatisfactory

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement when the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

**IASD
JHA2**

Name/Code	Initial Certification Program	Grade/Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/Certifications Other Institutions
JHA2	Art Education Pk-12	7-9	33	Y	BS, MS	Art Education PK-12	NA

Indiana Area School District uses the Student Learning Objective Process, as determined by the state to fulfill federal requirements. JHA2 shared SLO data from 2014-2015, 2015-2016 and 2016-2017 SLO Plans. These SLO Plans were co-written and implemented by JHA1 and JHA2. One-hundred percent of the students met the growth goal set in all three years.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2014-2015

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *44 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *44/44 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2015-2016

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *59 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *59/59 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Student Learning Objective: Pennsylvania Teacher Effectiveness Rating 2016-2017

Goal: *50% of sixth grade art students would show growth in knowledge of color, color mixing, and application which is essential to the successful completion of an artwork.*

Number of Students: *56 students*

Performance Target: *50% Growth*

Number and Percentage of Students who met the performance target: *56/56 100%*

Teacher Rating: *Distinguished*

What did the results of your SLO tell you about learning or instruction in your classroom?
Instruction for this area of sixth grade art curriculum is on target for successful student achievement.

Results from all three years of SLO data indicate that JHA2 had an impact on 6-8 learners within the Junior High School. Growth was measured for all three years and submitted to the building administrator as part of the Teacher Effectiveness Plan.

This observation feeds into the Classroom Teacher Rating Form where JHA2 received a performance rating of Distinguished. It is important to note that the Domain Rating Assignment is a 0 to 3 Point Scale (A) with a 0 representing Failing, 1 Needs Improvement, 2 Proficient, and a 3 indicates a rating of Distinguished. JHA2 received an overall rating of 2.94, 2.86, and 2.77 respectively out of 3.00 which classifies as a rating of distinguished for both years. JHA2 received a perfect rating in all categories except the Building Level Rating which is determined by state-level growth as measured through growth, PVAAS, through state-wide testing. Overall, the 2014-2015, 2015-2016 and 2016-2017 evaluations were as follows as presented on the Commonwealth of Pennsylvania's Classroom Rating Form:

2014-2015 School Year Classroom Rating Form

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333				
CLASSROOM TEACHER RATING FORM						
PDE 82-1 (4/13)						
Last Name [REDACTED]	First [REDACTED]	Middle				
District/LEA IASD	School	Junior High				
Rating Date 12/20/2015	Evaluation (Check One)	<input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input checked="" type="checkbox"/> Annual				
(A) Teacher Observation and Practice						
Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points	
I.	Planning & Preparation	3	20%	0.60	0.60	
II.	Classroom Environment	3	30%	0.90	0.90	
III.	Instruction	3	30%	0.90	0.90	
IV.	Professional Responsibilities	3	20%	0.60	0.60	
(1) Teacher Observation & Practice Rating					3.00	3.00
(B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data						
Building Level Score (0 - 107)					92.7	
(2) Building Level Score Converted to 3 Point Rating					2.63	
(3) Teacher Specific Rating					3.00	
(4) Elective Rating					3.00	
(C) Final Teacher Effectiveness Rating - All Measures						
Measure	Rating (C)	Factor (D)	Earned Points	Max Points		
(1) Teacher Observation & Practice Rating	3.00	50%	1.50	1.50		
(2) Building Level Rating	2.63	15%	0.39	0.45		
(3) Teacher Specific Rating	3.00	15%	0.45	0.45		
(4) Elective Rating	3.00	20%	0.60	0.60		
Total Earned Points			2.94	3.00		
Domain Rating Assignment 0 to 3 Point Scale (A)						
Rating	Value					
Failing	0					
Needs Improvement	1					
Proficient	2					
Distinguished	3					
Conversion to Performance Rating						
Total Earned Points	Rating					
0.00 - 0.49	Failing					
0.50 - 1.49	Needs Improvement					
1.50 - 2.49	Proficient					
2.50 - 3.00	Distinguished					
Performance Rating	Distinguished					
<input type="checkbox"/> Rating: Professional Employee, OR <input type="checkbox"/> Rating: Temporary Professional Employee						
I certify that the above-named employee for the period beginning <u>8/25/2014</u> and ending <u>6/2/2015</u> has received a performance rating of: <small>(month/day/year) (month/day/year)</small>						
<input checked="" type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Failing resulting in a final rating of: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory						
<small>A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.</small>						

2015-2016 Classroom Teacher Rating Form

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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CLASSROOM TEACHER RATING FORM

PDE 82-1 (12/14)

Last Name [REDACTED]	First [REDACTED]	Middle
District/LEA IASD	School Junior High	
Rating Date 2015 - 2016	Evaluation (Check One)	<input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input checked="" type="checkbox"/> Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				3.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	82.7
(2) Building Level Score Converted to 3 Point Rating	2.13

(3) Teacher Specific Rating	NA
(4) Elective Rating	NA

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	3.00	50%	1.5000	1.5000
(2) Building Level Rating (or substitute)*	2.13	15%	0.3195	0.4500
(3) Teacher Specific Rating (or substitute)*	3.00	15%	0.4500	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.86	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Distinguished

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(5)(vi), (c)(5), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 8/26/2015 and ending 6/2/2016 has received a performance rating of:
(month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing

resulting in a final rating of:

Satisfactory Unsatisfactory

2016-2017 Teacher Observation Form – February 2017

		DATE: 2/11/17, 9th period			
		DOMAIN 1	DOMAIN 4:		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? Using the elements and principles of art to create an abstract design. Prior to today's lesson the students participated in a discussion about abstract art vs. realistic art. Students also learned elements and principles vocabulary and how they apply them to a design.</p>	<p>4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. The students are at a midway point in lesson. They have met the objectives of creating an abstract composition using a good variety of shapes as reflected in their drawings. They have also demonstrated in their work their understanding of the difference between texture pattern and balance.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? When verbally giving definitions to vocabulary I provided the definitions in written form for those students who have a difficult time following auditory cues.</p>	<p>4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? Teacher observation during class as students work. Also during e-time and flex.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? What motivates an artist to create abstract art. How an abstract design can be based on something real. How elements and principles are used together to create a good abstract composition. The difference between texture and pattern</p>	<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson? Artwork on display throughout the building and within the community creates a better understanding of the importance of our programs.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? Reproductions of artifacts and art work. The art of Georgia O'Keeffe</p>	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues? The art curriculum is aligned grades K-12 and designed to be sequential from grade level to grade level. The elements and principles of art found in this lesson are the foundation for artwork across the curriculum.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1e. Designing Coherent Instruction: List very briefly the steps of the lesson Examples of completed assignment Grading criteria Intro to lesson through elements and principles vocab Discussion of abstract vs. realistic art Demo as to how to develop an abstract composition based on a realistic image that includes texture and balance. Transfer image to a piece of copper foil Black marker to create contrast in the design</p>	<p>4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? Curriculum and lessons under constant review and revision. Visit to Sr. High art department for curriculum alignment</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 		

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? Completed piece of artwork that shows an abstract composition with a good variety of shapes. Textures (not patterns) fill some spaces while other spaces stay unfilled as a way to balance the design	4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? Display of student artwork within the building as well as in the community.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

	OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3 Date: Time:		
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students Student Interactions with One Another Joe are you good? Would this one work? Cydney asked. Mrs. K complimented her on the great question. When we are doing this to the foil, what do you think is happening to it? -Stretching it, and another student responds that is could rip. Mrs. K. complimented the student and told her that was a good word! Looking for tables that are ready to go! It's always good to help each other, Boys and girls! That's amazing that you love swimming.	3a. Communicating with Students: Directions and Procedures Explanations of Content Today I am going to teach you two new vocabulary words: Chasing, Repousse We know in our metal designs, we will have parts that are sticking up. These two words describe what artists have been doing for thousands and thousands of years. Gold is very malleable, very soft. This mask was used to commemorate a king in grecian culture. Repousse is working on the back side of the foil to create a raised area on the front. 3500 years ago, artists worked metal the same way you will be working metal today. Before we put any pressure down, we are working on the big shapes first. Am I tracing any small shapes? If I really want the area to be raised high like that, <u>Cydney, I will show you the tool to use.</u>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2b. Creating a Culture for Learning: Importance of the Content Student Pride in Work Mrs. K helps students decide which tools to use at which times. This helps students become clear on how to use the range of tools that are provided to them. Mrs. K has built a strong rapport ALREADY with this group of students remembering that she only teaches them for a little over 20 days. Students respond respectfully to all interactions with Mrs. K. and they remain focused and engaged in learning the WHOLE lesson.	3b. Using Questioning & Discussion: Techniques Quality of Questions Discussion Techniques Student Participation context clues what does that mean? excellent! right Our designs are what? Realistic or Abstract? What makes you believe it is a face? -eyes, ears, nose Is this face flat like your table top? What makes it look like it is not flat, John?	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

	<p>This is a 6th grade group of students with 12 students present. 2 students appear in the office often for discipline. All students are actively engaged as they focus on the teacher lead demonstration.</p> <p>When we are doing this to the foil, what do you think is happening to it? -Stretching it, and another student responds that is could rip. Mrs. K. complimented the student and told her that was a good word!</p> <p>Students take initiative to ask Mrs. K. to come to her flex period to work more on their project.</p>	<p>Is something sticking up, Alivia?</p> <p>Where is Greece located? Students learned about the timeline of art and they have an area in the room where they can learn more about the king that mask was created for.</p> <p>Who remembers what we put down on this paper first?</p> <p>Alivia engages the teacher with a question during the demo.</p> <p>Would this one work? Cydney asked. Mrs. K. complimented her on the great question.</p> <p>Can you see a texture starting in there?</p> <p>What do you notice happening to my outline shape? Cyd answers that it is disappearing.</p> <p>When we are doing this to the foil, what do you think is happening to it? -Stretching it, and another student responds that is could rip. Mrs. K. complimented the student and told her that was a good word!</p>	
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>2c. Managing Classroom Procedures:</p> <p>Mrs. K placed additional aides at each table to enable students learn words and their definitions for the art they are creating.</p> <p>Look my way when you are ready. Look this way so that you know what to do next.</p> <p>Once you have your foil, you will move to this back table where you will first, take a small piece of tape to place your design so it won't slip around.</p> <p>On the back of the foil you will- a student answers with name and another student answers with room number.</p> <p>Tools are in 4 cups. What does this mean for the room? A student answers that it is so that every table has a set of tools for Chase and Repousse.</p> <p>Mrs. K does an exceptional job describing all steps of the process of repousse and chasing. She is completely organized with materials all having a specified space for students to access and use. Students were instructed during the demonstration on which tools to use for the project.</p> <p>Period 4, S-T-O-P stop! Tomorrow, there will be no demonstrations, you will have the entire period to work! A short review at the beginning of class and then the full period of working.</p>	<p>3c. Engaging Students in Learning: Activities and Assignments Grouping of Students</p> <p>Students are looking for areas of the mask that are pressed in to demonstrate the new vocabulary word's meaning.</p> <p>Students gather around a table to view the next step of the process.</p> <p>If you have to step away for a drink, go to guidance, step away for any reason, I need to know where I left off. A students provided an idea of where to look to check where she may have left off.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>2d. Managing Student Behavior: Monitoring of Student Behavior Response to Student Misbehavior</p> <p>Gavin, put your pencil down.</p> <p>There are NO signs of misbehavior! Students are engaged and fully focused on the metal project.</p> <p>Mrs. K consistently compliments students that appear to be listening.</p> <p>Mrs. K has students wash hands before lunch! :)</p>	<p>3d. Assessing Student Learning: Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>Here's the 10,000 dollar question. If chasing is working on the front, what is repousse?</p> <p>This assignment is worth 75 points.</p> <p>Students participate in the modeling of the metal working. Students assess whether the design is accurate or not. Students share opinions and assessment of the work.</p> <p>You switched your picture again. Are these raised areas? You can say yes or no so that I know. Mrs. K. Assesses the student's work with him so that she can reteach texture or shaded spot. -Mrs. K. directly instructs Joe so that he better understands the process that he is going through with the sketch that he is creating for the metal working project.</p> <p>Gavin, what is one thing you are missing right now? Mrs. K. caused Gavin to look at his materials and move forward with getting what he needs.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>2e. Organizing the Physical Space: Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p> <p>Why is this a better surface? The students respond and say they must work on the other surface so that the foil accepts the marks much better. Students will be unable to make the marks otherwise.</p>	<p>3e. Demonstrating Flexibility & Responsiveness: Lesson adjustment Response to Students Persistence</p> <p>Mrs. K. maneuvers around to different tables to assist students 1:1 with creating their design with texture! Mrs. K uses formative assessments to decide how to instruct students with making more progress!</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

(Teacher signature indicates receipt of Observation Form)

2016-2017 Classroom Teacher Rating Form

District/LEA	IASD	School	Junior High
Rating Date	2016-2017	Evaluation (Check One)	<input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input checked="" type="checkbox"/> Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				3.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	70.0
(2) Building Level Score Converted to 3 Point Rating	1.50

(3) Teacher Specific Rating	NA
(4) Elective Rating	3.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	3.00	50%	1.5000	1.5000
(2) Building Level Rating (or substitute)*	1.50	15%	0.2250	0.4500
(3) Teacher Specific Rating (or substitute)*	3.00	15%	0.4500	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.77	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Distinguished

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (1v)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 8/26/2016 and ending 6/6/2017 has received a performance rating of:
(month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing

resulting in a final rating of:

Satisfactory Unsatisfactory

EP32

Name/Code	Initial Certification Program(s)	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EP32	Elementary Education Mathematics Education	3 rd All 3 rd	13	Y	BSED+	Elementary K-6 Mathematics 7-12	NA

EP32 shared Student Learning Outcome (SLO) student assessment data from 2015-2016 and 2017-2018, Fountas and Pinnell Reading Level data from Fall 2016 through Winter 2018; and observation data from 2016 and 2017.

Student Assessment Data

Third Grade 2015-2016

Student Learning Objective: Students will demonstrate increased fluency across fiction and nonfiction texts.

PA Standards: 1.1.3B

Rationale: A fluent reader is better able to understand both fiction and nonfiction texts, as time and energy are not spent on decoding words, but on understanding and analyzing what is being read.

*****Students must meet EITHER Target 1 or 2*****

PI Target #1: Using Treasures 3rd grade fluency passage, students will show 25% growth by the end of Third Grade.

PI Target #2: Using a Treasures 3rd grade fluency passage, students' fluency will reach 107 WCPM.

3rd Grade Passage

Student Number	Fall	Mid-Year	Spring	PI Target 1	PI Target 2
1	110	125	153	yes	yes
2	66	77	95	yes	no
3	50	71	107	yes	yes
4	139	168	168	no	yes
5	107	108	132	no	yes
6	71	116	116	yes	yes
7	160	161	174	no	yes
8	95	115	133	yes	yes
9	107	125	149	yes	yes

10	160	174	186	no	yes
11	NEW	82	91	no	no
12	71	135	152	yes	yes
13	75	110	128	yes	yes
14	98	151	174	yes	yes
15	93	154	124	yes	yes
16	110	152	127	yes (mid-year)	yes
17	127	168	174	yes	yes
18	36	46	58	yes	no
19	83	124	144	yes	yes
20	60	86	100	yes	no
21	NEW	NEW	132	NO DATA	yes

Third Grade

2016-2017

Student Learning Objective: Students will demonstrate increased fluency across fiction and nonfiction texts.

PA Standards: 1.1.3B

Rationale: A fluent reader is better able to understand both fiction and nonfiction texts, as time and energy are not spent on decoding words, but on understanding and analyzing what is being read.

******Students must meet EITHER Target 1 or 2******

PI Target #1: Using Treasures 3rd grade fluency passage, students will show 25% growth by the end of Third Grade.

PI Target #2: Using a Treasures 3rd grade fluency passage, students' fluency will reach 107 WCPM.

3rd Grade Passage

Student Number	Fall	Spring	PI Target 1	PI Target 2
1	0	15	yes	no
2	62	101	yes	no
3	52	81	yes	no
4	50	139	yes	yes
5	62	91	yes	no

6	60	84	yes	no
7	52	108	yes	yes
8	ABSENT	110	no	yes
9	10	42	yes	no
10	66	129	yes	yes
11	61	98	yes	no
12	48	83	yes	no
13	84	125	yes	yes
14	42	88	yes	no
15	76	97	yes	no
16	45	92	yes	no
17	74	98	yes	no
18	60	115	yes	yes
19	52	99	yes	no
20	95	115	no	yes

Data: F & P Reading Levels

Student Number	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018
1	K	L	N	O	P
2	J	J	F	E	K
3	D	E	H	J	L
4	D	D	G	I	J
5	L	L	K	L	Q
6	B	C	F	D	E
7	I	H	G	J	I
8	No data	No data	No Data	D	E

9	K	M	N	O	P
10	F	G	H	K	K
11	F	I	K	L	M
12	F	H	J	K	M
13	B	E	I	H	I
14	C	F	H	H	I
15	No data	No data	No Data	K	L
16	H	K	J	K	N
17	H	I	J	K	L
18	G	G	J	K	L
19	K	L	M	L	N
20	F	F	G	I	I

Observation Data

	TEACHER OBSERVATION FORM		
	Teacher Name: EP32 Administrator: EPPR		
	LESSON PLANNING/PRE-OBSERVATION: EVIDENCE OF DOMAINS 1 AND 4		
	Formal Observation Date - 1/13/16 Time - 10:45-11:30		
	DOMAIN 1	DOMAIN 4:	
F NI • P D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? Students will be participating in a simulation lesson that will help them identify with the feelings of the colonists. Before this lesson, students have learned about explorers from Spain, France, and England. They have learned about events leading up to the Revolutionary War. The goal of this lesson is to help students experience the mistreatment that the colonists felt during this time in American history.	4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. First, I plan on assessing the students as they participate in the 13 colonies activity. This will serve as a review of the previous 2 lessons in this unit. Second, I will observe students as we progress through the simulation activity and following large group discussion. I will be able to tell from the students' reactions if they grasp the idea of this activity. Finally, I will formally assess each individual student	F NI • P D

		when I collect the journal entries. By reading each students' opinion paragraph, I will be able to decide which students understood and applied the information learned in this lesson.	
F NI P • D	<p>1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?</p> <p>In this class, I have students with a wide-range of abilities and interests in social studies. This lesson should be engaging and meaningful no matter their instructional level. Writing prompts and visuals will be provided to aid all students in their completion of lesson activities.</p>	<p>4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson?</p> <p>Students will be observed throughout this lesson. Students' knowledge of this lesson's content will be reviewed in future lessons of this unit and will be formally assessed at the end of the unit with the Chapter 3 social studies test.</p>	F NI • P D
F NI • P D	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?</p> <p>I want students to learn about the mistreatment that the colonists felt at this time in American history. I want them to identify with this group of Americans. I want the students to know the difference between Patriots, Loyalists, and Neutralists. I want the students to defend their opinions in writing.</p>	<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson?</p> <p>This group of students in a very active and creative group. They also have an interest in social studies. I wanted to teach a lesson that allowed the students to be active participants and use their interest in social studies to be completely engaged in the content.</p>	F NI • P D
F NI • P D	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</p> <p>Resources considered and then rejected: Picture books - <i>The Thirteen Colonies</i> by marc Tyler Nobleman, <i>George vs. George The American Revolution as Seen From Both Sides</i> by Rosalyn Schanzer, and <i>Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner I chose not to use these resources because I needed to narrow the lesson. When I was creating this lesson, I found a plethora of great resources. It is impossible for all to be used within one lesson. I chose other resources instead of these previous listed because they had a better link to the lesson and its objectives. Also, these resources were above grade level. Resources used:</p> <ol style="list-style-type: none"> 1. ActivInspire Flipchart - I designed this flipchart based on a lesson that I created when I was student teaching. This flipchart provides a visual for all students as we progress through the lesson. 2. MyWorld Social Studies textbook - Before this lesson, students have used 	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?</p> <p>Mrs. B and I are teaching social studies to all third graders this year. We have worked together to share resources and ideas that extend the provided social studies curriculum and make it more meaningful for our students. This lesson is one example of how we are trying to go beyond the pages of the textbook.</p>	F NI • P D

	<p>the curriculum material to learn about early America. This is a good resource written on the third grade level. It provides a good summary of this time period that is appropriate to aid in students' understanding of this period of American history.</p> <ol style="list-style-type: none"> Loyalists vs. Patriots video - I found this video. I liked how it explained each side of the colonists and thought that the information provided could help students differentiate between each of the different points of views. <i>In 1776</i> by Jean Marzollo - I liked this picture book because it did a very nice job of summarizing the events of the American Revolution in a very kid-friendly way. 		
<p style="text-align: center;">F NI • P D</p>	<p>1e.Designing Coherent Instruction: List very briefly the steps of the lesson</p> <ol style="list-style-type: none"> Group students randomly. Talk with 3 students in the hallway while other students complete 13 colonies activity. Enter the room with 3 assistants dressed as the Queen. Explain the Queen's Proclamation with students. Use ActivInspire flipchart to show the rules of the proclamation. Come out of the role as queen. Discuss the simulation activity and its relation to what the students know about the American Revolution. Introduce the vocabulary: patriot, loyalist, and neutralist. Relate vocabulary to the simulation activity as well as the lesson from the textbook read in yesterday's lesson. Watch video. Students write an opinion paragraph choosing a side in the form of a journal entry. Read <i>In 1776</i> by Jean Marzollo. 	<p>4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning?</p> <p>Social studies lessons should be engaging and hands-on. This lesson fits this criteria. I use a variety of lessons when teaching social studies to keep students interested as well as learn the required content.</p>	<p style="text-align: center;">F NI • P D</p>
<p style="text-align: center;">F NI • P D</p>	<p>1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?</p> <p>I will assess students individually through the completion of the journal entries. By reading each students' writing, I will be able to assess students' understanding of the different points of views held by the colonists. The reasons and examples that the students use to support their opinion will tell me if the students grasped the goal of the lesson.</p>	<p>4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?</p> <p>I have created a lesson/unit that all students can access no matter their individual reading/writing ability.</p>	<p style="text-align: center;">F NI • P D</p>

OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3			
<p>F NI • P D</p>	<p>2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students Student Interactions with One An</p> <p>EP32 has established clear guidelines for her classroom. Students know what is expected of them at all times. It is not surprising to see the mutual respect that is shown between the students and the teacher. In this particular lesson, The Queen of England paid a visit and the interaction between her royalness and the colonists was a site to see.</p>	<p>3a. Communicating with Students:</p> <p>EP32 took on the persona of the Queen of England for large portions of this lesson, complete down to the tiara and wand. The colonists (students) were outraged by the demands. This was a fantastic way for the students to understand the way the colonists felt during the time we were the 13 colonies.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2b. Creating a Culture for Learning:</p> <p>EP32 has established clear guidelines for her classroom. Students know what is expected of them at all times. It is not surprising to see the mutual respect that is shown between the students and the teacher. In this particular lesson, The Queen of England paid a visit and the interaction between her royalness and the colonists was a site to see.</p>	<p>3b. Using Questioning & Discussion: Techniques</p> <p>I arrived to the classroom to witness EP32 walk through the door pretending to be the Queen of England wearing a pink “crown” with sash and wand. She was accompanied by three royal assistants who read several demands of the colonists “rest of the class” Needless to say this created quite a uprising in the classroom. A video clip was shown to highlight the revolutionary war highlighting major events as well as important people.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2c. Managing Classroom Procedures:</p> <p>This is an area of strength for EP32. She establishes routines that organize her classroom to promote independent learning in the hybrid math setting. These routines ensure smooth transitions and the ability to stay focused even when the Queen arrives to share her good news and the list of grievances.</p>	<p>3c. Engaging Students in Learning:</p> <p>The students were engaged the minute the Queen entered the classroom with her three assistants. Once you began to share your grievances, you could see the colonists getting ready for protest. A great demonstration to spark their interest. All materials needed including the magic wand were ready and available when needed during the lesson. The students loved the Queen and were so excited throughout the lesson.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2d. Managing Student Behavior:</p> <p>Students were engaged and actively involved in this lesson. As a result, students were not off task and disruptive except for the disagreement they had with the queens acts.</p>	<p>3d. Assessing Student Learning:</p> <p>Student learning was assessed through the simulation of the argument between the colonists and the king of England. Students interactions and arguing were proof that they understood the concepts and were able to relate to how the colonists felt at that time</p>	<p>F NI • P D</p>

F NI P D •	2e. Organizing the Physical Space: The student desks are arranged in a large U with four desks arranged in the center of the U. All students are facing the promethean board. The classroom is arranged to learn in a hybrid setting and thus group learning can occur in every other class including math.	3e. Demonstrating Flexibility & Responsiveness: This lesson was taught as planned. I did not notice any significant changes that were made once you began teaching the lesson. You had the colonists all fired up regarding the grievances	F NI P D •
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TEACHER OBSERVATION FORM Teacher Name: EP32 Administrator: EPPR			
LESSON PLANNING/PRE-OBSERVATION: EVIDENCE OF DOMAINS 1 AND 4 Formal Observation Date - 5/24/17 Time - 9:30-10:30			
DOMAIN 1		DOMAIN 4:	
F NI P D •	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? Students will be participating in a data collection lesson. Previously, the students have completed a unit from enVision math on graphing. Students will use their knowledge from this unit to help them collect, analyze, and interpret data.	4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. First, I plan on assessing the students as they participate in the data collection. Second, I will observe students as we progress through the lesson activities. Finally, I will formally assess each individual student when I collect the finished packets. By checking the students' packets, I will be able to judge each individual student's proficiency with data collection, graph creation, and data interpretation and analysis.	F NI P D •
F NI P D •	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? In this class, I have students with a wide-range of abilities. I have four ELL learners who range from low English proficiency to higher English proficiency. This lesson should be engaging and meaningful no matter their instructional level. Visuals and other aids will be provided to aid the participation of all students in the class.	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? Students will be observed throughout this lesson. Students' knowledge of this lesson's content will be reviewed next year in fourth grade.	F NI P D •

<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> • 	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?</p> <p>I want the students to enjoy an engaging data collection lesson. I want them to apply the knowledge they have previously learned in a hands-on learning activity.</p>	<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson?</p> <p>This group of students in a very active and creative group. I wanted to teach a lesson that allowed the students to be active participants and to show off the knowledge that they already learned in math this school year.</p>	<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> •
<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> • 	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</p> <p>When preparing this lesson, I used an idea that I had learned in a HOMEPLATE class that I took several years ago. I then served for more resources online to add to the lesson. I found a lot of resources that could be used to add to the lesson. I rejected some of the materials/ideas because I wanted the focus of my lesson to be on the data collection and analysis. I wanted to narrow the lesson because of the wide range of activities that I found.</p> <p>Resources used:</p> <ol style="list-style-type: none"> 1. ActivInspire Flipchart - I designed this flipchart based on the packet that I created for the students. 2. enVision Math Topic 16 Data - I used the graphs that the students learned in this topic to guide the activities that the students would complete. 3. OREO Math packet - I compiled all the worksheets students would need to complete all components of the activity. I also added some extra activities pages to use as time allows. 	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?</p> <p>I learned this activity from a HOMEPLATE class I took several years ago. Also, I prepared this activity last year as a part of a third grade chocolate activity day that was a culminating activity for the <i>Charlie and the Chocolate Factory</i> novel study.</p>	<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> •
<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> • 	<p>1e. Designing Coherent Instruction: List very briefly the steps of the lesson</p> <ol style="list-style-type: none"> 1. Introduce activity and make predictions. 2. Split students into small groups and place them around the classroom at stations prepared with Oreo cookies. Allow students time to make cookie towers. Each student gets two attempts. 3. Once all students have made two attempts, they should return to their seats and complete the rest of page 1 in their packets. 4. Collect class data for tallest oreo tower. 5. Make OREO line plot. Interpret the data. 6. Teach MEAN, MEDIAN, MODE. and RANGE. These have not been previously taught. 	<p>4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning?</p> <p>As a third grade team, we have looked very closely at the Common Core Standards for Mathematics. This lesson is aligned to the Common Core Standards for Mathematics in the data strand.</p>	<p style="text-align: center;">F NI P D</p> <ul style="list-style-type: none"> •

	<p>7. Collect data about how students eat oreos. Make bar graph and interpret data.</p> <p>8. Complete last two pages in the OREO Math packet.</p>		
<p>F NI • P D</p>	<p>1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?</p> <p>I will assess students individually through the completion of the different graphs. The graphs will show me what students remember from the graphing unit.</p>	<p>4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?</p> <p>I have created a lesson/unit that all students can access no matter their individual ability.</p>	<p>F NI • P D</p>

<p style="text-align: center;">OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3</p>			
<p>F NI • P D</p>	<p>2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students Student Interactions with One An</p> <p>EP32 has established clear guidelines for her classroom. Students know what is expected of them at all times. It is not surprising to see the mutual respect that is shown between the students and the teacher. In this particular lesson, The Queen of England paid a visit and the interaction between her royalness and the colonists was a site to see.</p>	<p>3a. Communicating with Students:</p> <p>The students as well as EP32 had a ton of fun in this lesson. The lesson began with clear directions for stacking and data collection. Once data was collected, all students completed the graphs as a whole class activity which involved Q&A time as well as independent work time.</p>	<p>F NI • P D</p>
<p>F NI • P D</p>	<p>2b. Creating a Culture for Learning:</p> <p>EP32 has established clear guidelines for her classroom. Students know what is expected of them at all times. It is not surprising to see the mutual respect that is shown between the students and the teacher. In this particular lesson, The Queen of England paid a visit and the interaction between her royalness and the colonists was a site to see.</p>	<p>3b. Using Questioning & Discussion: Techniques</p> <p>How many Oreo's can you stack? Make a prediction - pick a number? What happens if no one got 15, does it still get recorded on the line plot? Students were able to describe why it was important for all numbers to be represented. Great discussions were held prior to the graphs being completed.</p>	<p>F NI • P D</p>

<ul style="list-style-type: none"> • F NI P D 	<p>2c. Managing Classroom Procedures:</p> <p>EP32 provided clear directions on what the students were to do at each station prior to moving to their assigned number. Each student was responsible for collecting data as the stacking exercise was performed by each student.</p>	<p>3c. Engaging Students in Learning:</p> <p>The student in the classroom had a packet for this activity. The packet involved predicting - graphing - nutrition information. Students were in 4 groups and each student had a turn stacking Oreos. Once the tower fell, the data was recorded and the next student had a turn.</p>	<ul style="list-style-type: none"> • F NI P D
<ul style="list-style-type: none"> • F NI P D 	<p>2d. Managing Student Behavior:</p> <p>The students were excited and active during this lesson. Despite the excitement they remained on task and able to collect the necessary data needed to create the graphs later in the lesson.</p>	<p>3d. Assessing Student Learning:</p> <p>Using their packets, the students recorded individual and group data. The next phase was collecting class data to make a line plot. Class data was used to complete the graphing activities and because every student shared the same data, the graphs would look alike if completed accurately.</p>	<ul style="list-style-type: none"> • F NI P D
<ul style="list-style-type: none"> • F NI P D 	<p>2e. Organizing the Physical Space:</p> <p>The student desks are arranged in a large U with four desks arranged in the center of the U. All students are facing the promethean board. The classroom is arranged to learn in a hybrid setting and thus group learning can occur in every other class including math.</p>	<p>3e. Demonstrating Flexibility & Responsiveness:</p> <p>Throughout the lesson, EP32 was scurrying from group to group to make sure they had enough Oreos to stack and ensure that the data was being collected. As students stacked above 20, you could hear the classroom counting out loud. ONce data was collected, students went back to their seats and continued the lesson as planned.</p>	<ul style="list-style-type: none"> • F NI P D

EP21

Reading

2017-2018

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	431	515	19%
Student 2	457	518	13%
Student 3	350	406	16%
Student 4	397	449	13%
Student 5	516	558	8%
Student 6	480	521	9%
Student 7	416	457	10%
Student 8	406	444	9%
Student 9	551	585	6%
Student 10	522	548	5%
Student 11	516	541	5%
Student 12	497	519	4%
Student 13	563	579	3%
Student 14	491	506	3%
Student 15	537	550	2%
Student 16	483	496	3%
Student 17	434	446	3%
Student 18	439	448	2%

Math

2017-2018

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	389	436	12%
Student 2	411	443	8%
Student 3	365	397	9%
Student 4	447	475	6%
Student 5	439	460	5%
Student 6	424	442	4%
Student 7	424	441	4%
Student 8	387	404	4%
Student 9	447	462	3%
Student 10	450	464	3%
Student 11	428	441	3%
Student 12	443	454	2%
Student 13	422	433	3%
Student 14	382	393	3%

Student 15	407	416	2%
Student 16	393	396	1%
Student 17	461	462	0%
Student 18	457	448	-2%

EPK1

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EPK1	Elementary Education	K All K	29	Y	BSED MED+	Elementary K-6	NA

2015-16

SLO: Correctly identify 21/26 letter sounds.
 Correctly produces 21/26 letter sounds.

Students who have met benchmark

Students who are "making progress"

Students who have not met benchmark

Name	WINTER		SPRING	
	ID letter sound	Produce letter sound	ID letter sound	Produce letter sound
Student 1	24	26	26	26
Student 2	21	26	25	26
Student 3	24	24	26	25
Student 4	22	26	26	26
Student 5	26	26	26	26
Student 6	18	23	26	23
Student 7	25	26	26	26
Student 8	23	17	25	24
Student 9	5	0	Unable to assess	Unable to assess
Student 10	26	26	26	26
Student 11	24	25	26	26
Student 12	25	26	26	26
Student 13	25	26	26	26
Student 14	26	26	26	26

Student 15	26	26	26	26
Student 16	26	26	26	26
Student 17	26	26	26	26
% students meeting goal	88%	88%	94%	94%

YEAR: 2016-2017

SLO: Correctly identify 21/26 letter sounds.
Correctly produces 21/26 letter sounds.

Students who have met benchmark

Students who are "making progress"

Students who have not met benchmark

Name	WINTER		SPRING	
	ID letter sound	Produce letter sound	ID letter sound	Produce letter sound
Student 1	26	26	26	26
Student 2	26	26	26	26
Student 3	25	26	26	26
Student 4	25	24	26	26
Student 5	26	26	26	26
Student 6	22	22	26	26
Student 7	21	20	26	26
Student 8	26	26	26	26
Student 9	26	26	26	26
Student 10	26	26	26	26
Student 11	23	22	25	25
Student 12	22	24	26	26

Student 13	26	25	26	26
Student 14	26	26	26	26
Student 15	26	26	26	26
Student 16	26	26	26	26
Student 17	23	21	24	25
Student 18	26	26	26	26
Student 19	26	26	26	26
% students meeting goal	100%	94%	100%	100%

EPK2

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EPK2	Elementary Education	K All K	13	Y	BSED MED+	Elementary K-6 Reading Specialist PK-12	Currently working on EDS in Educational Technology at Boise State

EPK2 provided her Student Learning Outcomes (SLO) data from 2015-2016, 2016-2017, and 2017-2018.

2015-2016

SLO: Correctly identify 21/26 letter sounds.
Correctly produces 21/26 letter sounds.

Students who have met benchmark

Students who are "making progress"

Students who have not met benchmark

Name	WINTER		SPRING	
	ID letter sound	Produce letter sound	ID letter sound	Produce letter sound
Student - A	24	24	26	25
Student - B	25	25	26	26
Student - C	18	19	26	26
Student - D	26	26	26	26
Student - E	26	26	26	26
Student - F	24	23	26	26
Student - G	24	25	26	26
Student - H	18	21	26	25
Student - I	25	26	26	26
Student - J	22	22	26	26
Student - K	26	26	26	26

Student - L	18	15	26	26
Student - M	24	25	26	26
Student - N	26	26	26	26
Student - O	25	26	26	26
Student - P	20	24	26	26
Student - Q	n/a	n/a	26	26

2016 - 2017

SLO: Correctly identify 21/26 letter sounds.
Correctly produces 21/26 letter sounds.

Name	WINTER		SPRING	
	ID letter sound	Produce letter sound	ID letter sound	Produce letter sound
Student - A	23	24	24	25
Student - B	26	26	26	26
Student - C	26	26	26	26
Student - D	25	25	26	26
Student - E	26	26	26	26
Student - F	26	26	26	26
Student - G	24	24	26	26
Student - H	26	25	26	26
Student - I	26	26	26	26
Student - J	25	25	26	26
Student - K	26	26	26	26
Student - L	26	26	26	26
Student - M	22	23	25	24
Student - N	23	24	moved	moved
Student - O	26	26	26	26

Student - P	21	20	24	24
Student - Q	26	26	26	26
Student - R	26	26	26	26
Student - S	26	24	26	26
Student - T	24	23	24	24

2017-2018 (Winter Only)

SLO: Correctly identify 21/26 letter sounds.

Correctly produces 21/26 letter sounds.

Name	WINTER		SPRING	
	ID letter sound	Produce letter sound	ID letter sound	Produce letter sound
Student - A	25	25		
Student - B	25	25		
Student - C	26	26		
Student - D	26	26		
Student - E	25	23		
Student - F	24	24		
Student - G	25	25		
Student - H	25	24		
Student - I	25	25		
Student - J	23	23		
Student - K	25	25		
Student - L	24	23		
Student - M	25	25		
Student - N	24	24		
Student - O	25	25		
Student - P	23	22		
Student - Q	22	22		

JHHP2

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/Certifications Other Institutions
JHHP2	Health and Physical Education	6-8 Health and Physical Education	5	Y	MED	None	BSED Slippery Rock HPED PK-12

JHHP2 provided Student Assessment Data from 2015-2016. These data were based on his Student Learning Objectives.

2015-2016

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	106	76	-28%
Student 2	42	56	33%
Student 3	82	84	2%
Student 4	101	108	7%
Student 5	74	76	3%
Student 6	131	134	2%
Student 7	27	18	-33%
Student 8	117	115	-2%
Student 9	89	91	2%
Student 10	48	64	29%
Student 11	57	62	9%
Student 12	38	44	16%
Student 13	97	118	22%
Student 14	111	115	4%
Student 15	39	58	49%
Student 16	50	45	-10%
Student 17	31	42	35%
Student 18	31	36	26%

EPHP1

Name/ Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
EPHP1	Health and Physical Education	PK-3 Health and Physical Education	29	Y	BSED	Health and Physical Education K-12	NA

Observation Data

2015-16

		LESSON PLANNING/PRE-OBSERVATION: EVIDENCE OF DOMAINS 1 AND 4			
		Formal Observation	Walk-Through Observation	Date	Time
		DOMAIN 1	DOMAIN 4:		
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?</p> <p>- Students will demonstrate the proper techniques used to be successful in completing the last event in our Olympics, the Decathlon (obstacle course). -Students have been participating in the East Pike Olympic games completing 5 events.</p>	<p>4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. -Pictures of all the different winners are placed in the hallway. All winners are NEVER the exact same. This is what is priceless!!!! Many are winners. -Students wear the medals during the day.</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? Each event is focused on the student trying their best. Top three students who perform the best receives awards but each student will receive one Olympic medal before the games conclude.</p>	<p>4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? -I keep the student's pictures and all the results of each event. -There is a medal result sheet after each event to show how many medals each team received. -HEARING THE BUZZ throughout the halls and this year how I was going to do all the events. Parents where even asking and sending in notes. AMAZING stuff!!</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? -Students take pride in performing to the best of their ability. -Students are a part of a team (5 different teams, the 5 colors of the Olympic rings) -Teams were separated by alphabetical order. -Students will learn how to take pride in wearing their medals throughout the school but also having pride in <i>winning their best without receiving an award.</i></p>	<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson? -My enthusiasm for the Olympics and the different events that are planned spills over when introducing each event to the students. Then that relays home and I receive excitement and questions from parents. -It is just another way I promote my program here at East Pike. Getting people excited about fitness.</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? -Teacher making the gold, silver, bronze medals for each event. -Teacher making the red medal for all 435 students. -Students pictures are hung in hall way for all to see. St</p>	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues? -I include the entire school in this activity. -This event only comes every 4 years following the real Olympics. -I use the same events but change them to be fun/crazy/exciting.</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1e. Designing Coherent Instruction: List very briefly the steps of the lesson. -Designate teams -Olympic Theme song for students to enter the gym while playing. -Teacher making the gold, silver, bronze medals and red for all 435 students to receive at least one. -Creating a fun non-competitive atmosphere with the Olympic games where every student has the potential to win (not according to athletic ability)</p>	<p>4e. Growing and Developing Professionally: What aspects of this lesson are the results of some recent professional learning? -Having K-3 it can be very challenging for students to have patience throughout the class to make sure everyone has a turn, when only 2 students can perform the task at one time.</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D 	<p>1f. Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? -2 Student will perform the obstacle course while the other students cheer-this promotes teamwork and sportsmanship even though it is an individual timed event. -top three fastest times will be awarded medals on the podium along with their picture taken.</p>	<p>4f. Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? I am promoting life time fitness by building a positive foundation for our students here at East Pike by keeping this activity fun and exciting. Main focus is sportsmanship. How act when you win and how you act when you lose. Trying your best is always expected and appreciated the most.</p>			<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3			
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students Student Interactions with One Another</p> <p>-Students must learn to communicate and cooperate with each other to create the routine. --The teacher can give suggestions for the students to use but it is up to the individual teams to create a routine based on the abilities of their teammates along with choosing a team name and song to jump with. -Listening skills are hard for some during this lesson.</p>	<p>3a. Communicating with Students: Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>Throughout the four weeks, I ask the students to perform their routines for 60 seconds. This gives them the opportunity to get comfortable with the time and chances to change or add what they feel are needed.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2b. Creating a Culture for Learning: Importance of the Content Expectations for Learning and Achievement Student Pride in Work.</p> <p>-Students starting from nothing and then four weeks later they are performing in front of the school in a jump rope routine. -The main goal is to HAVE FUN! -I try to create a positive atmosphere throughout the entire East Pike campus with cups in the fence, balloons, Fitness for a Cause signs, and giving prizes randomly away to students of all ages. -Parents are invited to watch.</p>	<p>3b. Using Questioning & Discussion: Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>-Everyone is a part of a team-no matter what skill level they may have. The most important people on a jump rope team are those who turn the rope. If the rope does not turn the person in the middle cannot jump. Students who wish not to jump can turn the rope or use an individual rope as well. There is always something for everyone in each routine. It is the responsibility of the students to discover it.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2c. Managing Classroom Procedures: Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>-Fitness for Cause information sent home. Fitness for a Cause team line up/with songs. Judges sheets for top 3rd grade routine Winner sheets for top K-2 stick-skip it jumps Winner sheets for top 3rd grade speed rope jumper Fitness for a Cause Pre-K-2 rotation schedule Dismissal sign out sheets for the office-homeroom lists. Yoga instructor Zumba instructor IUP athletes IUP PE Department Parent volunteers</p>	<p>3c. Engaging Students in Learning: Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>-Fitness for Cause information sent home. Meeting with the American Heart Assoc. rep. Fitness for a Cause team line up/with songs. Judges sheets for top 3rd grade routine Winner sheets for top K-2 stick-skip it jumps Winner sheets for top 3rd grade speed rope jumper Fitness for a Cause Pre-K-2 rotation schedule Dismissal sign out sheets for the office-homeroom lists. Creating a March Madness bracket to determine the "Cause" ALL-weeks in advance</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>2d. Managing Student Behavior: Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>I remind all the students during lesson 1- they are now a part of a team- like it or not. It is how they deal with this situation that will determine their outcome. The goal is to have fun and jump rope while doing it. Students know there are no changing teams. THEY PICKED THEM- I DID NOT.</p>	<p>3d. Assessing Student Learning: Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress Students perform each routine during class time before the actual day.</p> <p>-There is always positive feedback for every routine. Each student is performing to the best of their abilities-this can be very intimidating for some students. I am very proud of their accomplishments- no matter how they perform. - I praise them on the microphone. Students need s to work out their differences to create a routine. You can tell if a team is successful by their performance.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>2e. Organizing the Physical Space: Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p> <ul style="list-style-type: none"> • Gym • Library • A wing playground • B wing playground • Administration parking area 	<p>3e. Demonstrating Flexibility & Responsiveness: Lesson adjustment Response to Students Persistence</p> <p>-Because of the weather I had to adjust the schedule and with the help of the other specialist we were able to make sure that every homeroom teacher had their prep time, while maintaining the afternoon activity schedule stay the same. -I truly appreciated the flexibility the entire staff and faculty had with this and all my activities.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D

LESSON PLANNING/PRE-OBSERVATION: EVIDENCE OF DOMAINS 1 AND 4			
X Formal Observation Walk-Through Observation Date 9/2/17			
	DOMAIN 1	DOMAIN 4:	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required? - Students will demonstrate the proper techniques used to be successful in completing 5 different stations in preparation for the upcoming American Ninja Warrior Obstacle Course. Balance beam, forward roll, rock wall, upper body strength in climbing a mountain of mats, army crawl and rope swing.	4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. - I hear how excited students are to come to Gym class because other students have told them all about the lesson. I hear from teacher/parents how much fun students had.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students? Each station is focused on the student trying their best. Individual assistance will be given if needed by the teacher. For example spotting for a forward roll off the balance beam.	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? - HEARING THE BUZZ throughout the halls. - Through my enthusiasm, the kids get excited for the next lesson because the next lesson will never be the same and I give little hints to what may be coming. - Pictures a showa on the walls certificates are given.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson? - Students take pride in performing to the best of their ability. - Students become a Ninja warrior like they see on TV. - Each student will receive a certificate next week. - Students being excited for fitness.	4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson? - My enthusiasm for the different events that are planned throughout the year spills over when introducing each event to the students. This information travels home to parents and I receive excitement and sometimes questions from parents. - It is just another way I promote my program here at East Pike. Getting people excited about fitness.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why? - Teacher making arrangements to get all the mats possible from each school in the district along with other equipment. - Teacher making certificate - Using my imagination to simulate the obstacle the students see on TV, keeping it challenging and age appropriate.	4d. Participating In a Professional Community: In what ways is today's lesson related to collaboration with colleagues? - I include the entire school in this activity. - I speak with each homeroom teacher before class to make sure I know of any issues or injuries, this includes special attention need to be given for specific children. Some may need additional assistance in perform a task that is being taught.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1e. Designing Coherent Instruction: List very briefly the steps of the lesson. - Separate students into 5 different stations - Teacher demonstrate each station and expectations - Each station will be used in some way for the next lesson.	4e. Growing and Developing Professionally: What aspects of this lesson are the results of some recent professional learning? - Having K-3 it can be very challenging to make sure that each stations skill expectation is age appropriate. I have been pleasantly surprised. The students here at East Pike are Amazing. They exceed all expectations from Pre K- up! The number of Project Fit America "Kong Elite" record holders in multiple challenges prove this.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like? Success may look different for each child in this lesson. If a child participates to the best of their ability, feels good about themselves and has fun then they have been successful in this task. One student may do a forward roll from the beam while others stand on the mat. Both ways work.</p>	<p>4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? I am promoting life time fitness by building a positive foundation for our students here at East Pike by keeping this activity fun and exciting. Main focus is sportsmanship. How act when you win and how you act when you lose. Trying your best is always expected and appreciated the most.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
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OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3			
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2a. Creating a Climate of Respect & Rapport:</p> <p>The students in this class have been dying to get to gym class and do the American Ninja Warrior Obstacle Course created by [REDACTED]. To start the lesson, she had all students sit on the stage as she went over each obstacle. The students love gym class and somehow that has increased this week.</p>	<p>3a. Communicating with Students:</p> <p>[REDACTED] establishes her expectations from day 1. All students know what they are and can meet them on a daily basis. All directions were given at the start of class and students were able to demonstrate it during the stations.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2b. Creating a Culture for Learning:</p> <p>The students in this class were excited and eager to complete their assigned station as many times as they could before they rotated to a new station. This week all classes had an opportunity to practice on each station individually. Next week they will complete all five stations at one time.</p>	<p>3b. Using Questioning & Discussion: Techniques</p> <p>As usual all students were participating all the time. There is a very small period of time when students are standing, watching and not participating. The lesson began with a description of each station and a time for students to ask questions. Following this introduction every child participated for the remainder of the class.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2c. Managing Classroom Procedures:</p> <p>After a designated time, [REDACTED] blew the whistle. All students lined up on the cone at their station. Once all students were lined up and settled, they rotated to the next station. This process continued until each group completed each of the obstacles. Transitions were efficient. [REDACTED] borrowed mats and equipment from each building to create this course.</p>	<p>3c. Engaging Students in Learning:</p> <p>This week marked the first ever East Pike Ninja Warrior course. Students moved through five stations: climbing the length of the rock wall, climbing a mountain of mats, walking a balance beam and doing a forward roll, army crawl and spot hop, and rope swing across pit of alligators and sharks.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2d. Managing Student Behavior:</p> <p>[REDACTED] has clear expectations. Students who cannot meet them will sit and watch. Therefore, it is a rare occurrence that any child does not meet these expectations. During this lesson all students were able to participate without any negative behaviors.</p>	<p>3d. Assessing Student Learning:</p> <p>During this class period all students were monitored to ensure safety as well as correct procedures for each station. Students were given encouragement as well as corrections when needed throughout the lesson. At the end of the lesson, all students were seated on the stage. This was when [REDACTED] emphasized doing their best.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2e. Organizing the Physical Space:</p> <p>The gym has been transformed into the East Pike Ninja Warrior Course. She has used equipment and mats from across the district. The equipment has been arranged so the students have four different obstacles to go through. All areas of the course are safely padded and supervised by [REDACTED] to ensure that all students are safe while moving through the course.</p>	<p>3e. Demonstrating Flexibility & Responsiveness:</p> <p>[REDACTED] continues to modify the stations to ensure that the students are being challenged as well as safe. During this observation, the students had the most trouble with the forward roll. As a result, [REDACTED] was at that part of the course to help each student to do it successfully as well as correctly. She was able to monitor all stations from this location.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
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Evaluation Data 2015-2016

District/LEA	Indiana Area School District	School	East Pike Elementary School
Rating Date	6/30/2065	Evaluation (Check One)	<input type="checkbox"/> Periodic <input type="checkbox"/> Semi-annual <input checked="" type="checkbox"/> Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				3.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	87.4
(2) Building Level Score Converted to 3 Point Rating	2.37
(3) Teacher Specific Rating	NA
(4) Elective Rating	2.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	3.00	50%	1.5000	1.5000
(2) Building Level Rating (or substitute)*	2.37	15%	0.3555	0.4500
(3) Teacher Specific Rating (or substitute)*	3.00	15%	0.4500	0.4500
(4) Elective Rating (or substitute)*	2.00	20%	0.4000	0.6000
Total Earned Points (truncated to two decimal places)			2.70	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Distinguished

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 7/1/2054 and ending 6/30/2065 has received a performance rating of:
(month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing

resulting in a final rating of:
 Satisfactory Unsatisfactory

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory except that the ground for removal shall be the ground for removal of a teacher.

*Note: Supervisor entered incorrect dates – dates should say 7/1/2015 and ending 6/30/2016

District/LEA	Indiana Area School District	School	East Pike Elementary School		
Rating Date	6/30/2017	Evaluation (Check One)	<input type="checkbox"/> Periodic	<input type="checkbox"/> Semi-annual	<input checked="" type="checkbox"/> Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				3.00	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	84.9	(3) Teacher Specific Rating	NA
(2) Building Level Score Converted to 3 Point Rating	2.24	(4) Elective Rating	3.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	3.00	50%	1.5000	1.5000
(2) Building Level Rating (or substitute)*	2.24	15%	0.3360	0.4500
(3) Teacher Specific Rating (or substitute)*	3.00	15%	0.4500	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.88	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 7/1/2016 and ending 6/30/2017 has received a performance rating of:
 (month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing

resulting in a final rating of:

Satisfactory Unsatisfactory

JHM1

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/Certifications Other Institutions
JHM1	Mathematics Education	7 th Mathematics	22	Y	BSED MED	MIDL Math 4-8; Mathematics 7-12	NA

2015 Observation:

	DOMAIN 1	DOMAIN 4:	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?</p> <p>Standards: CC.2.2.8.B.2 ; CC.2.2.8.C.1 ; CC.2.2.8.C.2</p> <p>Knowledge and Skills: They will need to understand the slope of a line. They will also need to understand the slope/intercept form of an equation.</p> <p>Misconceptions and Misunderstandings: In finding the slope of a line, students will put the change in X's in the numerator of the fraction. They need to put it in the denominator and the change in Y's in the numerator. Another mistake students will make will be to put the wrong values in for the variables. They will substitute the Y value for the X and visa versa.</p>	<p>4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this.</p> <p>I collected the homework the next day and discussed any issues that came up. We also used individual white boards for immediate feedback as they held them up. I was pleased with their level of understanding.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?</p> <p>Accommodations: This is an accelerated class so it is taught at a higher level. The students have demonstrated a higher level of thinking to be placed in this class.</p> <p>Data: The PSSA and CDT date is included in the packet of information.</p> <p>Questionnaire/Survey: The students were given an activity to express their feelings and learning styles towards Mathematics. It is called a math Glyph. I've also talked numerous times informally with them about their prior exposure to Pre-Algebra skills.</p>	<p>4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson?</p> <p>I will see their progress as I check homework. Also by randomly calling on students to make sure they know what is being taught. I will also be giving tests and quizzes that will be giving me a good understanding of their level of comprehension.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?</p> <p>Objectives: The students will find an equation for a line given its slope and one point on it.</p>	<p>4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson?</p> <p>I've emailed a number of parents to get a better picture of the issues my students faced. From a girl with a concussion to a boy on the Autistic spectrum. I have a very good understanding of the children in my class.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?</p> <p>Resources: Prentice Hall Mathematics, Common Core, Course 3; Promethean Board, Computer, youtube website, WSHS video</p>	<p>4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues?</p> <p>Mrs. B [redacted] and I meet almost daily to discuss the lessons. We make the test and quizzes together to ensure that all 7th graders are getting a consistent learning experience.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>Procedures: 1.) I will ask for any issues with the previous night's homework. 2.) I will then show a 4 minutes video on graphing linear equations. 3.) I will then work through the flip chart starting with a few review problems and finishing with the new topic. (see attached flip chart) 4.) I will ask if all students understood the lesson and any questions. 5.) I will then assign homework.</p>	<p>professional learning?</p> <p>The use of video to motivate the students. I've learned better questioning techniques in workshops I have attended. Promethean board training has helped tremendously.</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	<p>1f: Designing Student Assessments: How will you measure the goals articulated in 1e? What does success look like?</p> <p>Formative/Summative Assessment: They will be given a quiz covering these topics along with a chapter test. They will be given a worksheet for homework that will be checked the following day in class.</p> <p>Aligned to Objectives: The assessment will allow me to see the level of mastery each student has over the objective. It will contain specific questions that will help the teacher assess their level of understanding.</p> <p>Intended use of Assessment: To check for understanding and mastery of the topics being taught. It will be used to determine if topics need further explanation in class. They need to understand the topics in order to be successful in Algebra next year.</p>	<p>4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson?</p> <p>I always advocate for my students. They know that I am here to help them in any way. I have a number of them that come to me during flex and etime. We work through homework questions and review the lesson. I want them to know that I am always there for them and will do whatever it takes to help them succeed.</p>	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

	<p>OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3 Date: Time:</p>		
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	<p>2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students Student Interactions with One Another</p> <p>██████ replies, "How about, that man! You got it, good job!"</p> <p>"I like the way you think, ██████ good job!"</p>	<p>3a. Communicating with Students: Directions and Procedures Explanations of Content</p> <p>Review: Y intercept, slope (rose, ran) ██████ shows two different examples for review. He works through the 2 problems.</p> <p>██████ addresses a misconception that he noticed from homework completion and questioning.</p> <p>"Main goal today: Finding the Y intercept."</p> <p>X-intercept problem is displayed. Students assist ██████ with solving the problem.</p> <p>"I am putting the last two slides together and now I want you to be a problem solver. I see a lot of pencils that are not moving. How many of you do not know where to start (Domain 3d)?"</p>	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D

<p>○ F ○ NI ● P ○ D</p>	<p>Importance of the Content Student Pride in Work</p> <p>"So what's the problem?" The student replied, "It's not equal." "How do you know?" The student responded that he checked his work as he was taught in class and [redacted] complimented him for checking his work.</p> <p>Mrs. B [redacted] and I decided last year that this we wanted to take you a step further so that you will be even more prepared for 8th grade standards of math.</p> <p>How do we find the x-intercept? A student answers and then says, "nevermind." [redacted] [redacted] tells him thank you for putting himself out there.</p>	<p>Techniques Quality of Questions Discussion Techniques Student Participation context clues what does that mean? excellent! right</p> <p>One student asked a question about a homework problem that he completed. [redacted] said that the equation would lead the class into the lesson for their class today.</p> <p>Students ask questions regarding their homework. Students are persistent until they understand specific parts of the equation</p> <p>The rate of change is also known as... What's the slope in that equation? A student asks, is the rate of change, like the delta symbol?-[redacted] responds and says, "Good thinking."</p> <p>"Which one of these letters stand for slope?" "What do we know about all of these point on the line?" [redacted] looks to his class and asks more leading questions.</p> <p>[redacted] raises his hand and believes he has the answer. [redacted] shows him a more simplified and efficient method. Students begin talking and directing [redacted] in completing the problem. [redacted] replies, "How about, that man! You got it, good job (Domain 2a)!"</p> <p>Does everyone understand how we got that? A student responds that he does not, and [redacted] leads him through as he asks more questions. [redacted] states that they will be trying another problem to continue practicing. Students work independently at first to solve the problem (Domain 3c).</p> <p>What is going to always be true about a Y-intercept? What will always be true about an x-intercept? How do you think you will find the x-intercept in this case?</p>	<p>○ F ○ NI ● P ○ D</p>
<p>○ F ○ NI ● P ○ D</p>	<p>2c. Managing Classroom Procedures:</p> <p>"Homework questions, What do you have?" Students appear familiar with this routine. One student spoke up immediately and shared a problem that was challenging. The student worked through the problem with [redacted] [redacted] uses the Prom. board.</p> <p>"So what's the problem?" The student replied, "It's not equal." "How do you know?" The student responded that he checked his work as he was taught in class and [redacted] complimented him for checking his work.</p> <p>[redacted] begins talking with [redacted] The bell rings and [redacted] distributes homework as they exit.</p>	<p>3c. Engaging Students in Learning: Activities and Assignments Grouping of Students</p> <p>[redacted] selects a rap video appropriate to the learning for the day. Graph!</p> <p>[redacted] displays problems on the Prom. Board and directly teaches the group of students how to solve each problem.</p> <p>"How about a new voice?" [redacted] chooses a new student to answer the questions.</p>	<p>○ F ○ NI ● P ○ D</p>

<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D 	<p>RESPONDING TO STUDENT BEHAVIOR Response to Student Misbehavior</p> <p>The rapport between [redacted] and the students in his classroom is positive. Students do not show signs of misbehavior.</p>	<p>ASSESSING STUDENT LEARNING Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>Is everyone ready? What answer is this? Students respond and [redacted] says, "No." As students respond to the problem, [redacted] addresses one student and said he knows where he went wrong. -That is one problem people have when completing this problem. [redacted] shows the students the common mistake that people make to have a less than accurate answer.</p> <p>"Questions? Are you guys good on that?" No hands raise.</p> <p>"I am putting the last two slides together and now I want you to be a problem solver. I see a lot of pencils that are not moving. How many of you do not know where to start (Domain 3d)?"</p> <p>[redacted] frequently asks, "do you understand?"</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D 	<p>2e. Organizing the Physical Space: Safety and Accessibility Arrangement of Furniture and Use of Physical Resources</p> <p>The room is organized in 4 rows. One student sits in the last row and the remainder of the students sit in the rows toward the front.</p>	<p>3c. Demonstrating Flexibility & Responsiveness: Lesson adjustment Response to Students Persistence</p> <p><i>Does everyone understand how we got that? A student responds that he does not, and [redacted] leads him through as he asks more questions. [redacted] states that they will be trying another problem to continue practicing. Students work independently at first to solve the problem.</i></p> <p>A student did not "get it." [redacted] reassured the student by asking him basic questions. The student confirmed that he does know and [redacted] said, "so you do get something!" [redacted] encouraged the student to work past his current mind set.</p>	<ul style="list-style-type: none"> <input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D

2016 Observation:

Page 1:

	DOMAIN 1	DOMAIN 4:	
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1a. Demonstrating Knowledge of Content and Pedagogy: What is the content to be taught? What prerequisite learning is required?	4a. Reflecting on Teaching (following the lesson): Collect samples of the students' work, from the observed lesson that represent a range of student performance. Discuss the degree to which students met your objectives and how the work shows this. The homework was gone over and collect the next day. They are given the opportunity to ask questions and get help on anything that was confusing to them. We also used individual white boards for immediate feedback as they held them up. I was pleased with their level of understanding.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	1b. Demonstrating Knowledge of Students: Characterize the class. How will you modify this lesson for groups or individual students?	4b. Maintaining Accurate Records: How do you track student learning as it relates to this lesson? I will see their progress as I check homework. Also by randomly calling on students to make sure they know what is being taught. I will also be giving tests and quizzes that will be giving me a good understanding of their level of comprehension.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	1c. Selecting Instructional Outcomes: What do you want students to learn during this lesson?	4c. Communicating with Families: What specifically have you learned by communicating with families that impacted your planning of this lesson? I've emailed a number of parents to get a better picture of the issues my students faced. From a girl with a concussion to a boy on the Autistic spectrum. I have a very good understanding of the children in my class. Another mother is in regular contact about her son.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	1d. Demonstrating Knowledge of Resources: What resources were considered for this lesson and rejected? Why? What resources will be used? Why?	4d. Participating in a Professional Community: In what ways is today's lesson related to collaboration with colleagues? Mrs. B [REDACTED] and I meet almost daily to discuss the lessons. We make the test and quizzes together to ensure that all 7th graders are getting a consistent learning experience.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	1e. Designing Coherent Instruction: List very briefly the steps of the lesson	4e. Growing and Developing Professionally: What aspects of this lesson are the result of some recent professional learning? The use of video to motivate the students. I've learned better questioning techniques in workshops I have attended. Promethean board training has helped tremendously.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input type="radio"/> D	1f: Designing Student Assessments: How will you measure the goals articulated in 1c? What does success look like?	4f: Showing Professionalism: In what ways have you been an advocate for students that relate directly to this lesson? I always advocate for my students. They know that I am here to help them in any way. I have a number of them that come to me during flex and etime. We work through homework questions and review the lesson. I want them to know that I am always there for them and will do whatever it takes to help them succeed.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
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	OBSERVATION: EVIDENCE FOR DOMAINS 2 AND 3 Date: 1/13/16 Time: 9:06 - 9:46		
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2a. Creating a Climate of Respect & Rapport: Teacher Interaction with Students: supportive positive risk - free (encouraging participation) Friendly/ respectful; businesslike & focused. Student Interactions with <i>one another</i> : N/A	3a. Communicating with Students: Directions and Procedures: 9:06 HW questions/check. Teacher guided; modelling the procedures from last night's HW Explanations of Content HW check: demonstrating the procedures from the prom board Guided (whole group) instruction	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2b. Creating a Culture for Learning: Importance of the Content: Base numbers & exponents. Division using Scientific Notation 9:22 reference to the importance of mathematics vocabulary. Students appear very comfortable to contribute to the discussion/solutions/processes. This is a great class. [redacted] you set a really good tone to the climate in this classroom.	3b. Using Questioning & Discussion: Techniques Discussion Techniques: 9:06 Students i.d. the problems for discussion. Teacher guided demonstration; modelling correct steps; ask for clarification. Student Participation: students volunteered their understanding and/or explanations regarding individual problems.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	2c. Managing Classroom Procedures: Opening: HW check/clarification 9:13 "Super Base" math rap. product rule quotient rule power rule exponents (positive and negative) base numbers fractions Intro to 6 - 5: Div. w/ Sci Not.	3c. Engaging Students in Learning: Grouping of Students: 9:06 Whole group 9:13 "Super Base"; base numbers:exponents video. This was an awesome "hook"! Q: do you have a practice of having students make key notes from that video? The terms, their understanding of meaning; application of those concepts? These can be some great extensions in a journal or math notebook! I'm curious if you bring them back around to the concepts presented in "Super Base". Linking to Lesson 6-5: Dividing w/ Sci. Notation.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D
<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D	2d. Managing Student Behavior: Monitoring of Student Behavior: student engagement, teacher movement throughout the room kept students on-task, well-behaved.	3d. Assessing Student Learning: Assessment Criteria Monitoring of Student Learning: checks for understanding from HM to Lesson 6-5 as the lesson progressed. Individual students guided the step-by-step process of sample problems.	<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D

<input type="radio"/> F <input type="radio"/> NI <input checked="" type="radio"/> P <input type="radio"/> D	2e. Organizing the Physical Space: Not our largest classroom space, but you make the most of it and create a safe accessible space.	peer-checking or measure self-checking elements to your practice? 3e. Demonstrating Flexibility & Responsiveness: Persistence: [redacted] regularly asked/gaged for understanding, "does this make sense" and adjusting to the student feedback appropriately.	<input type="radio"/> F <input type="radio"/> NI <input type="radio"/> P <input checked="" type="radio"/> D
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(Teacher signature indicates receipt of Observation Form)

2015-2016 Rating Form:

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	3	30%	0.90	0.90
IV.	Professional Responsibilities	2	20%	0.40	0.60
(1) Classroom Teacher Observation and Practice Rating				2.50	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)	82.7
(2) Building Level Score Converted to 3 Point Rating	2.13

(3) Teacher Specific Rating	1.00
(4) Elective Rating	3.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	2.50	50%	1.25	1.50
(2) Building Level Rating (or substitute)*	2.13	15%	0.32	0.45
(3) Teacher Specific Rating (or substitute)*	1.00	15%	0.15	0.45
(4) Elective Rating (or substitute)*	3.00	20%	0.60	0.60
Total Earned Points			2.32	3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Proficient

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Rating: Professional Employee, OR Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning 8/25/2015 and ending 6/2/2016 has received a performance rating of:
 (month/day/year) (month/day/year)

Distinguished Proficient Needs Improvement Failing
 resulting in a final rating of:
 Satisfactory Unsatisfactory