

Report of Educator Growth and Proficiency for 2012-2013

Electronic
Example



Educator Jeff Building XXX Date _____

Assignment 5th Grade Mathematics & Science Administrator Mark

Overview

In 2012-2013, Reporting on Educator Growth and Proficiency is undertaken by both qualified teachers and their administrator partners. Those who participated in the Core Learning experience of Phase 1 of the Educator Teaching and Learning Initiative are qualified. To Report, administrators collect evidence and rate a teacher's proficiency on the Elements of Performance in Areas 3, 4, and 5. In each Area they identify an Element of Strength and an Element of Challenge. They journal their impressions and conclusions about these – six in all – in a format provided in this Microsoft Word *Report*.

Content

Area of Performance 3: Creating and Maintaining an Effective Environment for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Area of Performance 4: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to conceive high-level learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem-solving, and creative and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Area of Performance 5: Assessing Student Learning

Teachers establish and clearly communicate high-level learning outcomes and targets for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote high-level academic achievement and personal growth for all students. Teachers exchange specific, timely, and progress-focused information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic mastery.

Report of Educator Growth and Proficiency for 2012-2013 – Electronic Edition



Process

Administrator Educators gather and organize evidence of their performance on each of the Elements of Performance in Areas 3, 4, and 5.

<p>3. Creating and Maintaining an Effective Environment for Student Learning</p> <p>3a. Creates a physical environment that engages all students.</p> <p>3b. Establishes a climate that promotes fairness and respect.</p> <p>3c. Promotes social development and group responsibility.</p> <p>3d. Establishes and maintains standards for student behavior.</p> <p>3e. Plans and implements classroom procedures and routines that support student learning.</p> <p>3f. Uses instructional time effectively.</p>	<p>4. Engaging and Supporting All Students in Learning</p> <p>4a. Connects students’ prior knowledge, life experience, and interests with essential questions and learning outcomes.</p> <p>4b. Uses a variety of instructional strategies and resources to respond to students’ diverse needs.</p> <p>4c. Facilitates learning experiences that promote autonomy, interaction, and choice.</p> <p>4d. Engages students in problem-solving, creative and critical thinking, and other activities that make subject matter meaningful.</p> <p>4e. Promotes self-directed, reflective learning for all students.</p>	<p>5. Assessing Student Learning</p> <p>5a. Establishes and communicates learning outcomes for all students.</p> <p>5b. Collects and uses information from multiple sources to assess student learning.</p> <p>5c. Involves and guides all students in assessing their own learning.</p> <p>5d. Uses the results of assessment to guide instruction.</p> <p>5e. Communicates with students, families, and other audiences about student progress.</p>
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Administrators then rate a teacher’s proficiency on each of the 16 Elements of Performance. The ratings are according to the 4-point rubrics in the *Framework for Effective Teaching*: “The Target,” “Nearly There,” “On the Way,” and “Getting Started.” Administrators should be prepared to provide evidence that supports each Rating, and engage in reflective dialogue about how the evidence aligns with the level of proficiency that the Rating claims.

In each Area of Performance, administrators identify one Element that is a **Strength**, and one that is a **Challenge**. Administrators provide written documentation of: (A) Evidence for the Proficiency Level, (B) Specific Strengths, with Evidence, and (C) Specific Areas for Growth for both **Strengths** and **Challenges**. A three-column format for this documentation is provided in this *Report*.

An administrator’s Teacher Partner completes a parallel Self Report of Educator Growth and Proficiency. These documents – the educator’s *Self Report* and the administrator’s *Report* – are then used to inform a reflecting conversation about the educator’s growth and proficiency for this year.

Area of Performance 3: Creating and Maintaining an Effective Environment for Student Learning

1. Read and reflect on each of the Elements of Performance in this Area, on pages 10 and 11 in the *Framework for Effective Teaching*.
2. Estimate present level of proficiency, based on evidence that you are prepared to cite.
3. Record the teacher's proficiency by underlining the corresponding level for each Element below.
4. Identify the Element that is the Greatest Strength. **Bold & underline** the name of the Element in the left column.
5. Turn to and complete the corresponding Documentation page, following.
6. Identify the Element that is the Greatest Stretch or Challenge. **Bold** the name of the Element in the left column.
7. Turn to and complete the corresponding Documentation page, following.

Element	Level of Proficiency				Documentation
3a Creates a physical environment that engages all students.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 4
<u>3b Establishes a climate that promotes fairness and respect.</u>	<u>The Target (4)</u>	Nearly There (3)	On the Way (2)	Getting Started (1)	Documentation Page 5
3c Promotes social development and group responsibility.	<u>The Target (4)</u>	Nearly There (3)	On the Way (2)	Getting Started (1)	Documentation Page 6
3d Establishes and maintains standards for student behavior.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 7
3e Plans and implements classroom procedures and routines that support student learning.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 8
3f Uses instructional time effectively.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 9

Documenting Area of Performance 3 (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3a Creates a physical environment that engages all students.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Students are engaged in planning the classroom environment. Displays are integral to learning activities.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Arranges and manages room for easy movement and access to resources. Room displays represent current Unit of study.	Arranges room for teacher accessibility to or visibility of students. Room displays may relate to the curriculum. Movement and access may be restricted by barriers.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 3 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3b Establishes a climate that promotes fairness and respect.	Sustains caring, respectful, and equitable relationships with all students. Supports students in developing skills to collaborate, to respond to inequity and disrespect, to mediate conflicts, and to support a climate of equity and caring.	Promotes caring and respectful interactions through teaching and modeling. Responds equitably to incidents of unfairness and disrespect. Encourages students to respect differences among individuals. May engage students in conflict resolution and shared problem-solving.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Uses some strategies to respond to unfairness and disrespect.	Establishes rapport with some individual students. Acknowledges some incidents of unfairness and disrespect.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
<p>Over the last two years Jeff and his teaching partner have made a collaborative commitment to apply the methods of <i>Kagan Cooperative Learning</i> and <i>Adaptive Schools</i>' tools for collaboration in every class, as the foundation for relationship-building with and among your students. These methods were evident in this observation (<u>Conference Summary, 11/1/05</u>). Each of the specific items serves as a resource for supporting positive relationships and promoting student responsibility.</p> <p>Further, Jeff identified the Discussion Starters that are posted in his classroom as serving two purposes: (1) teaching students to engage one another in content-based discourse such as the partner speeches in this lesson, and (2) teaching students the tools of collaboration and shared-problem solving that extend their participation in the building's Quality School initiative.</p> <p>Finally, I observed several of the personal conversations that Jeff engages in with students during transitions, examples of the ways that he connects with students on a personal level.</p>	<p>Jeff is following through with his commitment to apply the methods of <i>Kagan Cooperative Learning</i> and <i>Adaptive Schools</i>' tools for collaboration throughout his teaching. These methods were evident in the formal observation for this AoP (<u>Conference Summary, 11/1/05</u>). The desks are organized in groups to support cooperative learning strategies. He made use of shoulder partners, as well as the student roles of go getter and timekeeper. He also made use of collaboration tools such as: show, don't say; minute fingers; "what questions do you have?"; PAG-PAU; and 30 second speeches. Charting practices from the <i>Adaptive Schools</i> toolkit are also evident in your classroom.</p> <p>Across my observations of Jeff's work this year (see Activity Summary above), I have witnessed him in one-to-one interactions with over 90% of his students, in which he demonstrates his skills for and commitment to establishing and maintaining personal and supportive relationships with each of his students.</p>	<p>Jeff is progressing toward full classroom implementation of the Planning for Quality and conflict resolution processes that the school is implementing school-wide. As he acknowledges, there are yet specific steps that he might take to strengthen these processes in his classroom. These include: (1) establishing a regular center where students engage in these self-reflection activities, (2) establishing routines for students to use in making use of the center, and (3) developing and implementing a learning design for teaching students the processes as they apply at the classroom level.</p>

Area of Performance 3 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3c Promotes social development and group responsibility.	Engages students in individual and group work that teaches collaboration and promotes responsibility to the classroom community. Supports students in taking initiative in classroom leadership.	Teaches the social skills needed for positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Uses some strategies and activities to promote students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 3 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3d Establishes and maintains standards for student behavior.	Engages students in defining expectations, and maintaining & monitoring classroom behavior in respectful ways. When corrective consequences are needed, they are natural, logical, or restitution-based.	Involves students in defining expectations for behavior. Uses strategies that prevent or lessen disruptive behavior and reinforce expectations. Monitors behavior while teaching and during student work time.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes positive behaviors.	Communicates roles and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
<p>In the lesson during the formal observation of this AoP (Conference Summary, 11/1/05), Jeff's students did not complete the investigation according to plan. Jeff reports encountering this phenomenon on a regular basis, as he undertakes a shift in how he teaches. He is making an intentional shift from predominantly direct instruction to predominantly inquiry-based instruction. A central shift that this entails is toward finding the right open-ended questions for students whenever they need assistance, rather than answering their queries with advice giving.</p> <p>Jeff is conscious of the time management challenge that he faces as he undertakes this shift in core teaching approach.</p>	<p>Two strengths appear in observing and conferring with Jeff (Conference Summary, 11/1/05). <u>First</u> is his commitment to making a fundamental shift to inquiry-based teaching and learning, aligning his work to the authentic achievement approach that is associated with the <i>Michigan Curriculum Framework</i>. I have observed Inquiry-based activity in Jeff's classes across all of my formal and informal observations this year.</p> <p><u>Second</u> is Jeff's consciousness of the time management challenge that accompanies his shift from predominantly direct instruction to predominantly inquiry-based work. He is keenly aware of his obligation to address the content defined in the Units of Study for his grade and subjects, and is continually striving to refine and develop his capacities as a facilitator of inquiry-based learning.</p>	<p>It will be essential that Jeff improve the correspondence between his instructional planning, his instructional delivery, and his students' learning.</p> <p>Jeff has identified a focus on efficient question-posing to drive continuing progress in his shift toward inquiry-based teaching and learning. I support this focus as a specific area for growth.</p>

Area of Performance 3 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3e Plans and implements classroom procedures and routines that support student learning.	Engages students in developing, supporting, and taking ownership of routines and procedures that equitably support the participation of all students in all classroom activities.	Identifies, teaches, and supports, routines and procedures for all learning activities. May engage students in this.	Develops and guides students to learn routines and procedures for most activities.	Establishes some procedures to support student learning. Students are aware of the procedures.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 3 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle present level of proficiency.
 2) Journal in detail in each of the three columns below, to support the claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
3f Uses instructional time effectively.	Designs all lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for all students to complete learning activities. Paces instruction and classroom business to maintain student engagement and provide for student self-assessment of work and time-on-task.	Designs lessons to include appropriate sequence of activities for inquiry or direct instruction, with time for completion of learning activities. Paces instruction and classroom business to maintain student engagement. May engage students in self-assessment of time-on-task.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Pacing of learning activities, classroom routines, and transitions may be efficient.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 4: Engaging and Supporting All Students in Learning

1. Read and reflect on each of the Elements of Performance in this Area, on pages 12 and 13 in the *Framework for Effective Teaching*.
2. Estimate present level of proficiency, based on evidence that you are prepared to cite.
3. Record the teacher's present proficiency by underlining the Present Estimate for each Element below.
4. Identify the Element that is the Greatest Strength. **Bold & underline** the name of the Element in the left column.
5. Turn to and complete the corresponding Documentation page, following.
6. Identify the Element that is the Greatest Stretch or Challenge. **Bold** the name of the Element in the left column.
7. Turn to and complete the corresponding Documentation page, following.

Element	Level of Proficiency				Documentation
4a Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 11
4b Uses a variety of instructional strategies and resources to respond to students' diverse needs.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 12
4c Facilitates learning experiences that promote autonomy, interaction, and choice.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 13
4d <u>Engages students in problem solving, creative and critical thinking, and other activities that make subject matter meaningful.</u>	<u>The Target (4)</u>	Nearly There (3)	On the Way (2)	Getting Started (1)	Documentation Page 14
4e Promotes self-directed, reflective learning for all students.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 15

Area of Performance 4 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4a Connects students' prior knowledge, life experience, and interests with essential questions and learning outcomes.	Uses questions and activities to extend students' integration of their interests and what they know with the unit's and the lesson's learning outcomes. Makes adjustments during lesson to ensure that all students meet the outcomes.	Implements activities and elicits questions that help students make connections between their life experiences, interests, and what they already know and the unit's and the lesson's outcomes.	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning outcomes of the lesson. Some connections may be made to the unit's outcomes.	Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 4 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4b Uses a variety of instructional strategies and resources to respond to students' diverse needs.	Uses an extensive repertoire of strategies and resources to engage all students through active participation in learning and formative assessment. Selects and differentiates learning and assessment strategies to accommodate students' diverse learning styles and needs.	Elicits student participation through a variety of instructional strategies and formative assessment methods intended to match students' learning needs and styles.	Varies instruction to increase student participation. Selects strategies, resources, and visuals with some consideration of students' learning needs and styles. Teacher recognizes the importance of formative assessment.	Uses a few instructional strategies. Delivers instruction with available resources and materials.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
<p>Jeff's learning focus for the last two years has been developing his capacities as a consistent and reflective practitioner of <i>Kagan Cooperative Learning</i> and with <i>Adaptive Schools</i> collaboration tools. His commitment is evident throughout his practice and reflection.</p> <p>Jeff and I agreed to use the Elements of Performance in Area 4 of the <i>Framework for Effective Teaching</i> to organize our consideration of strengths and areas for growth evident in the formal observation (Conference Summary, 1/13/06). Jeff had not previously focused in detail on the language of the Area 4 rubrics.</p> <p>While Jeff observes that student learning needs are significantly met through the cooperative learning and collaborative strategies that he employs, the individualization called for at the Nearly There (3) and Target (4) levels in Element 4b is not common in Jeff's present practice.</p>	<p>Three specific strengths were evident in the January lesson that was formally observed for this Area. <u>First</u>, the range of activity and types of engagement represented in the Mixed Card Draw, the partner construction activity and ensuing dialogue in the Share Area, the partner speeches that elicited the students' reflections on their learning, and the Exit Ticket activity that offered closure and provided data to guide subsequent planning. <u>Second</u>, at the outset of the construction activity, Jeff invited any partners that might choose to do so to join him in the Share Area to work on the task together. This offered a shift from the relatively independent practice of the partner activity, toward guided practice with you for any who wanted the security of the shift. <u>Third</u>, Jeff provided all three major sets of instructions during the lesson auditorily, visually in ways that remained accessible to the students, and kinesthetically by actually demonstrating each step along the way.</p> <p>These strengths are significantly evident throughout my observations of Jeff's practice this year.</p>	<p>As Jeff enhances his practice by engaging with <i>Kagan Cooperative Learning</i> structures and <i>Adaptive Schools</i> collaboration strategies, he has realized that individualization as expected in the Nearly There (3) and Target (4) levels of the Area 4 rubric for Element of Performance 4b is not yet present in his classroom. While he does tend to offer individualization outside of class – before school, during lunch, and after school – he is reflecting on where there may be opportunities to increase individualized opportunities during class time.</p> <p>Reflecting on the learning path that led to the formative assessment on the day prior to the formally observed lesson for this Area, Jeff is pondering whether greater individualization in earlier checks-for-understanding might have alerted him to the challenges that students were experiencing with the content of congruence, similarity, and construction.</p>

Area of Performance 4 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4c Facilitates learning experiences that promote autonomy, interaction, and choice.	Uses a variety of learning experiences to develop independent working skills and group participation skills in all students. Supports all students in making effective choices of learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Choices are provided for students regarding specific learning tasks.	Varies learning experiences to include work in large groups and small groups as well as individual work. Group participation skills are acknowledged.	Directs learning experiences through whole group and individual work with possibilities for interaction and choice.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 4 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4d Engages students in problem solving, creative and critical thinking, and other activities that make subject matter meaningful.	Engages students in analysis of facts and key concepts, practice of skills, and frequent higher order thinking through activities and questions that consider multiple perspectives. Supports all students to initiate problem-posing, problem-solving, and inquiry.	Engages students through activities and questioning strategies that develop skills in understanding of key concepts and practice of skills, and important issues in the Unit. Supports all students in problem-posing, problem-solving, and higher order thinking.	Focuses questions on the unit's key concepts and practice of skills. Asks questions to elicit higher order thinking from some students.	Focuses questions on facts and important concepts to support learning subject matter.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
<p>Jeff makes subject matter meaningful in at least two related ways: (1) the instructional strategies and learning activities that he selects, and (2) the way he groups students for learning.</p> <p>The lesson that focused the formal observation in this Area (Conference Summary, 1/13/06) was guided by two essential questions that students addressed throughout the lesson, concluding with an Organizing & Integrating partner speech in which every student responded to the questions. The other major strategies and activities included gathering the class in a Sharing Area to tee up the day's work, Mixed Card Draw, in which students state a conclusion and explain their thinking a shape construction activity that involved partners in hands-on shape construction to parameters, guided practice in this activity for students who might elect this approach, the partner speech, and an Exit Ticket that offered written testament to each student's level of understanding at the conclusion of the class.</p>	<p>As Jeff follows through on his commitment to become a consistent and reflective practitioner of <i>Kagan Cooperative Learning</i> and with <i>Adaptive Schools</i> collaboration tools, these are becoming significantly evident in his classes and in reflective dialogue with him (Conference Summary, 1/13/06). See also the Conference Summary for Area of Performance 3 (11/1/05).</p> <p>In the lesson observed for Area 4, the following cooperative learning and collaboration strategies were evident.</p> <ul style="list-style-type: none"> • Collaborative Learning Cycle: Activate & Engage, Explore & Discover, Organize & Integrate • Unit Learning Path posted • Lesson outcomes (essential questions) posted & engaged by students • Mixed Card Draw by table group teams • Team member roles (go getter and timekeeper in this lesson) • Routine team member numbers • Team member whiteboards, markers, & erasers used • Seasonal Partners 	<p>At its base, the January lesson that focused the observation for this Area of Performance served to re-teach geometry content of which students had failed to demonstrate mastery during a formal formative assessment on the previous day. Jeff identifies the fact that the observed lesson was needed at all as an important area for growth. Specifically, he is concerned that the class-wide results on the formative assessment were far off the intended mark.</p> <p>As strong as the re-teaching lesson was, Jeff has committed to analyzing the original learning path with his mathematics colleagues, with re-design as the outcome.</p>

<p>Jeff is a consistent practitioner of <i>Kagan Cooperative Learning</i> structures and <i>Adaptive Schools</i> collaborative strategies. These provide consistent and varying peer-to-peer engagement with the class content, employing structured peer interaction to raise the meaning “quotient” of geometry content.</p> <p>I have observed these two themes throughout my work with Jeff this year – two formal observations, several informal ones, and numerous conferences about his work.</p>	<ul style="list-style-type: none"> • Partner speeches • Task as Given – Task as Understood (TAG-TAU) • Exit Tickets • “What questions do you have?” • Show, Don’t Say • Minute Fingers • Foretelling and Yellow Light <p>In addition, Jeff routinely couples auditory, visual, and kinesthetic practices as he gives directions and provides explanations.</p> <p>I have observed such use of structures and strategies throughout my formal and informal observations of Jeff this year. I have observed his reflectiveness throughout multiple dialogues over the course of the year.</p>	
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Area of Performance 4 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4e Promotes self-directed, reflective learning for all students.	Consistently designs and uses learning activities that enable students to set goals and criteria, and to develop strategies for demonstrating, monitoring, and reflecting on progress and process, expecting students to use an intentional inquiry process.	Teaches & supports self-monitoring and -assessment skills. Students have frequent opportunities to reflect on and discuss progress and process, and strategies for improvement.	Provides some opportunities for students to monitor their own work and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.	Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 5: Assessing Student Learning

1. Read and reflect on each of the Elements of Performance in this Area, on pages 14 and 15 in the *Framework for Effective Teaching*.
2. Estimate present level of proficiency, based on evidence that you are prepared to cite.
3. Record the teacher's present proficiency by underlining the Present Estimate for each Element below.
4. Identify the Element that is the Greatest Strength. **Bold & underline** the name of the Element in the left column.
5. Turn to and complete the corresponding Documentation page, following.
6. Identify the Element that is the Greatest Stretch or Challenge. **Bold** the name of the Element in the left column.
7. Turn to and complete the corresponding Documentation page, following.

Element	Level of Proficiency				Documentation
5a Establishes and communicates learning outcomes for all students.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 17
5b Collects and uses information from multiple sources to assess student learning.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 18
5c Involves and guides all students in assessing their own learning.	The Target (4)	Nearly There (3)	<u>On the Way (2)</u>	Getting Started (1)	Documentation Page 19
5d <u>Uses the results of assessment to guide instruction.</u>	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 20
5e Communicates with students, families, and other audiences about student progress.	The Target (4)	<u>Nearly There (3)</u>	On the Way (2)	Getting Started (1)	Documentation Page 21

Area of Performance 5 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5a Establishes and communicates learning outcomes for all students.	Articulates and explains in student-friendly terms the unit purpose and learning outcomes, as well as lesson outcomes. Engages students in cooperative development of learning target rubrics. Provides students with exemplars of quality as defined in the rubrics.	Communicates the unit’s purpose and learning outcomes, as well as lesson outcomes, to students. Uses tools such as rubrics to communicate learning targets, and with reference to students’ learning styles and needs.	Identifies learning outcomes for units, and lessons, according to the Indiana Academic Standards that guide the unit of study. Outcomes are communicated as specific learning targets.	Uses available curriculum and instructional resources according to decide learning outcomes. Outcomes may or may not be communicated clearly to students.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 5 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5b Collects and uses information from multiple sources to assess student learning.	Engages students in designing formative assessment tasks <i>for</i> learning - to inform instruction and to inform students of their progress toward learning targets. Uses, develops, and differentiates summative assessment tasks <i>of</i> learning that are congruent with the Indiana Academic Standards.	Develops strategies for formative assessment activities to inform instruction. Also employs summative assessment tasks to assess students' mastery relative to the Indiana Academic Standards and learning target rubrics or other tools.	Uses several assessments to monitor student progress and learning aligned to the Indiana Academic Standards.	Uses one or two sources of information to assess student learning and monitor student progress.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth

Area of Performance 5 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5c Involves and guides all students in assessing their own learning.	Integrates student self-assessment and reflection into the learning activities. Students engage in regular peer assessment of work against criteria articulated in the rubrics for the current learning targets.	Uses learning target tools such as rubrics, presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work with relation to the rubric(s).	Provides students with feedback on work- in- progress as well as completed tasks. Some student involvement in correcting work.	Checks and monitors work in progress. Communicates student progress through mandatory procedures.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
I have observed Jeff engage in the activities at the On the Way level on a consistent basis across multiple observations. The videotapes of the formal observation lessons for Areas 3 and 4 are rich with examples (Conference Summaries, 11/1/05 and 1/13/06).	Jeff is developing proficiency and consistency with cooperative and collaborative structures and strategies. Concomitantly, he is modifying his approach to “roving” the class during work periods to be ready to engage partners or teams about their work. He is also focusing on a shift toward inquiry-based teaching, so his interventions are becoming question-centered. He has actively engaged students throughout formal and informal observations over the course of this year.	Jeff’s focus for his learning and growth is in the areas of cooperative and collaborative learning strategies, and inquiry-based learning. He is now beginning a focus on assessment of student learning. Ahead of him will be opportunities to focus on involving students in self-assessment, and in developing the rubrics and routines that he uses in class. It will be important that he begin to create these opportunities as he continues to advance his proficiency in this Element of Performance, and Area 5 overall.

Area of Performance 5 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5d Uses the results of assessment to guide instruction.	Includes a wide range of assessments as a regular part of instruction to plan and revise lessons. Anticipates student misconceptions, using this knowledge in planning and revising. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses multiple formal and informal assessments to plan lessons. Anticipating student misconceptions, regularly checks for understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses information from several assessments sources to plan learning activities. Checks for understanding with some students while teaching, and addresses confusion and misconceptions as they arise.	Assesses student learning with one or two sources of information. Recognizes student confusion and misconceptions and re-teaches material using primarily the same method(s).

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth
<p>See also Area of Performance 4 narrative regarding use of assessment results to guide subsequent student engagement.</p> <p>In the case of the formal formative assessment task that focused our work in Area of Performance 5, Jeff related significant team history with use of assessment results at its core. He and his team began a geometry Unit with a <i>Math Trailblazers</i> as their guiding instructional materials. They found through experience that the sequence of lessons was not well aligned with following assessment tasks, and have redesigned the Unit accordingly. In the Assessment Conference (Conference Summary, 2/10/06), Jeff described in detail the scaffold of lessons and checks for understanding that led up to the classification assessment that focused our attention together. His prior experience with the content did indeed permit him to anticipate misconceptions and plan for these in this year's edition of the unit.</p> <p>I observed similar attention to the use of assessment result in our work in Area of Performance 4.</p>	<p>Jeff consistently uses student assessment results to: (1) plan re-design of activity sequences, and (2) plan shorter-term re-teaching cycles. The <u>first</u> is evident in the redesign of the geometry unit that focuses our engagement about Area 5. In fact, Jeff is not yet satisfied, as he is concerned that the classification tasks that comprised the formative assessment are not sufficiently difficult to predict that students will be ready for summative tasks that align to the state benchmarks. The <u>second</u> is evident in the re-teaching lesson that focused the formal observation for Area 4 (Conference Summary, 1/10/06). Not only was the lesson an immediate response to unsatisfactory assessment results; in addition, Jeff added a guided practice option to the lesson on the spot as he observed some partners struggling with the re-teaching task.</p>	<p>Jeff is presently focused on becoming a consistent and reflective practitioner of <i>Kagan Cooperative Learning</i> and the collaboration strategies of the <i>Adaptive Schools</i> approach. He is aware that as he develops consistency and proficiency with these methods, his eye has been toward interactive demonstrations of mastery between partners and among team members. While he is satisfied with the individual student data that accrues over a Unit, he is aware that he needs to sharpen his in-the-moment focus on the performance of individual students in the context of the cooperative and collaborative activities that are so important to student motivation and engagement.</p>

Area of Performance 5 Documentation: (Underline one.) Strength Challenge

- Directions:** 1) Circle your present level of proficiency.
 2) Journal in detail in each of the three columns below, to support your claim of Strength or Challenge.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
5e Communicates with students, families, and other audiences about student progress.	Engages students, families, and support personnel in timely discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	Provides students with specific and timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel. Designs/tailors information to audience needs.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are informed as needed. Consideration is given to specificity, timeliness, and constructiveness.	Provides students and families with information about their progress through mandated procedures.

Evidence for Proficiency Level	Specific Strengths, with Evidence	Specific Areas for Growth