

Standard Evaluation 2017-2018 for SCKO, JOEL B

Date Printed: 02/05/2018

Evaluation Details

Title: Standard Evaluation 2017-2018

Description: This plan should ONLY be rolled over at the state (NCDH) level. After the state rollover is complete, it can be synced to QMS and potentially other NC clients.

Evaluation Steps

Locking Instructions

Please lock Observation Containers by utilizing locking activities.

Workflow Instructions

No Answer Sets

Training/ Orientation

Orientation

Within two weeks (10 working days) of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

I have received orientation on 08/21/2017
School Assignment(s) at Time of Training & Orientation Nash-Rocky Mount Schools Middlesex Elementary

Details at Time of Training & Orientation Licensure Cycle Year 5

Teacher - Classroom

Materials Evaluation Rubrics

Teacher Evaluation Policy

Schedule for completing all components of the evaluation process (Provided by Administration)

Performance Journal

See Performance Journal

Enter

No notes created.

Pre-Observation Conference #1

Pre-Observation Conference

Comments

Conference Date - Not Set -

Evaluation Type

Artifacts Please enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments

Enter/Save

Pre-Observation Conference - Teacher Acknowledgement #1

Pre-Observation Conference - Teacher Signature

Conference Date - Not Set -

Comments

Artifacts

Attachment There are no attachments

Artifact Comments

Note

Note The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Sign Off Status	Name	Sign Off Date
Accepted	JEL B SOKO	January 25, 2018 at 02:48 PM

Formal Observation #1

Evaluator: KIMBERLY K. CLARKE 01/25/2018 02:36:08 PM

Standard I: Teachers Demonstrate Leadership

Element Ia Teachers lead in their classrooms

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.

Not Looked For	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<input type="checkbox"/> Not looked for.	<input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students.	<input type="checkbox"/> ...and Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> ...and Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> ...and Establishes a safe and orderly classroom. (Observation)	<input type="checkbox"/> ...and Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> ...and Evaluates student progress using a variety of assessment data. <input type="checkbox"/> ...and Creates a classroom culture that empowers students to collaborate. (Observation)	<input type="checkbox"/> ...and Encourages students to take responsibility for their own learning. <input type="checkbox"/> ...and Uses classroom assessment data to inform program planning. <input type="checkbox"/> ...and Empowers and encourages students to create and maintain a safe and supportive school and community environment. (Observation)	<input type="checkbox"/> Not demonstrated.

Element Ib Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Attends professional learning community meetings.</p> <p>Displays awareness of the goals of the school improvement plan.</p>	<p>Proficient</p> <p>...and Participates in professional learning community.</p> <p>...and Participates in developing and/or implementing the school improvement plan.</p>	<p>Accomplished</p> <p>...and Assumes a leadership role in professional learning community.</p> <p>...and Collaborates with school personnel on school improvement activities.</p>	<p>Distinguished</p> <p>...and Collaborates with colleagues to improve the quality of learning in the school.</p> <p>...and Assumes a leadership role in implementing school improvement plan throughout the building.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element Ic Teachers lead the teaching profession

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>	<p>Proficient</p> <p>...and Contributes to the improvement of the profession through professional growth.</p> <p>...and Contributes to the establishment of positive working relationships.</p> <p>...and Contributes to the school's decision-making processes as required.</p>	<p>Accomplished</p> <p>...and Promotes positive working relationships through professional growth activities and collaboration.</p>	<p>Distinguished</p> <p>...and Seeks opportunities to lead professional growth activities and decision-making processes.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element Id Teachers advocate for schools and students

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Knows about the policies and practices affecting student learning.</p>	<p>Proficient</p> <p>...and Supports positive change in policies and Practices affecting student learning.</p>	<p>Accomplished</p> <p>...and Participates in developing policies and practices to improve student learning.</p>	<p>Distinguished</p> <p>...and Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element Ie Teachers demonstrate high ethical standards

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.nqptsc.org)

Not Looked For Not looked for.	Developing Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Proficient and Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Accomplished and Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Distinguished and Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.	Not Demonstrated Not demonstrated.
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Comments

CLARKE, KIMBERLY: is a team player who transitioned from teaching 2nd grade to now 4th grade Math. He is doing a great job with making personal connections with his students. His rules and procedures appear to be established and he holds his students accountable for their learning. Assessments: Schoolnet, Pearson Realize for quizzes, and teacher-made assessments. Gradual release is evident within his lessons. Students are allowed to collaborate with each other to help with mastering the skill before students work independently.

HORNER, CHAD E: Mr. Soko takes on a leadership role in the classroom. He does well at redirecting students when he notices off-task behavior. Mr. Soko can continue to grow by taking on a stronger leadership role in the PLCs. Mr. Soko participates in all school-level professional development and works hard to implement strategies learned. He also participates in appropriate district-level development.

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Element IIa Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

Observation

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Not Looked For Not looked for.	Developing Appreciates and understands the need to establish nurturing relationships.	Proficient and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	Accomplished and Maintains a positive and nurturing learning environment.	Distinguished and Encourages and advises others to provide a nurturing and positive learning environment for all students.	Not Demonstrated Not demonstrated.
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Element IIb. Teachers embrace diversity in the school community and in the world

Observation

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Not Looked For 1 Not looked for.	Developing 2 Acknowledges that diverse cultures impact the world. 3 Demonstrates awareness of the diversity of students in the classroom.	Proficient 4 ...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. 5 ...and Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	Accomplished 6 ...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. 7 ...and Consistently incorporates different points of view in instruction.	Distinguished 8 ...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. 9 ...and Capitalizes on diversity as an asset in the classroom.	Not Demonstrated 10 Not demonstrated.
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Element IIc: Teacher treat students as individuals

Observation

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Not Looked For 1 Not looked for.	Developing 2 Holds high expectations of students.	Proficient 3 ...and Communicates high expectations for all students.	Accomplished 4 ...and Encourages and values contributions of students, regardless of background or ability.	Distinguished 5 ...and Helps students hold high expectations for themselves and their peers.	Not Demonstrated 6 Not demonstrated.
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Element II d: Teachers adapt their teaching for the benefit of students with special needs

Observation

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Not Looked For 1 Not looked for.	Developing 2 Recognizes that students have a variety of learning needs. 3 Is knowledgeable of effective practices for students with special needs.	Proficient 4 ...and Collaborates with specialists who can support the special learning needs of students. 5 ...and Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.	Accomplished 6 ...and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. 7 ...and Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	Distinguished 8 ...and Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. 9 ...and Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	Not Demonstrated 10 Not demonstrated.
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Element IIe: Teachers work collaboratively with the families and significant adults in the lives of their students

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all

segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

Not Looked For 1 Not looked for.	Developing 0 Responds to family and community concerns.	Proficient 0 ...and Communicates and collaborates with the home and community for the benefit of students.	Accomplished 0 ...and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	Distinguished 0 ...and Promotes trust and understanding throughout the school community.	Not Demonstrated 0 Not demonstrated.
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Comments

HORNER CHADE Mr. Siko's classroom has procedures in place that allow for a safe place for students to learn. Mr. Siko works with our support staff here at the school to help grow his core. Mr. Siko can continue to grow his student's understanding by sharing examples to help make math relatable to all students.

Standard III: Teachers Know the Content They Teach

Element IIIa Teachers align their instruction with the North Carolina Standard Course of Study.

Observation

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Not Looked For 1 Not looked for.	Developing 0 Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans. 0 Elementary. Begins to integrate literacy instruction in selected lessons. 0 Secondary. Recognizes the importance of integrating literacy strategies within the content areas.	Proficient 0 ...and Understands the North Carolina Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. 0 Elementary. Integrates effective literacy instruction throughout the curriculum. 0 Secondary. Incorporates a wide variety of literacy skills within content areas to enhance learning.	Accomplished 0 ...and Develops and applies strategies based on the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. 0 Elementary. Evaluates and reflects upon the effectiveness of literacy instruction. 0 Secondary. Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	Distinguished 0 ...and Assists colleagues in applying such strategies in their classrooms. 0 Elementary. Makes necessary changes to instructional practice to improve student learning. 0 Secondary. Makes necessary changes to instructional practice to improve student learning.	Not Demonstrated 0 Not demonstrated.
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Element IIIb. Teachers know the content appropriate to their teaching specialty.

Observation

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Not Looked For Not looked for.	Developing Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	Proficient ...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	Accomplished ...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Distinguished ...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	Not Demonstrated Not demonstrated.
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Element IIIc: Teachers recognize the interconnectedness of content areas/disciplines

Observation

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

Not Looked For Not looked for.	Developing Understand the links between grade/subject and the North Carolina Standard Course of Study. Displays global awareness.	Proficient ...and Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study. ...and Promotes global awareness and its relevance to the subjects.	Accomplished ...and Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Relates content to other disciplines. ...and Integrates global awareness activities throughout lesson plans and classroom instructional practices.	Distinguished ...and Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. ...and Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	Not Demonstrated Not demonstrated.
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Element IIIId: Teachers make instruction relevant to students

Observation

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health awareness, and environmental literacy.

Not Looked For [1] Not looked for.	Developing [2] Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.	Proficient [3] ...and identifies relationships between the core content and 21st century content.	Accomplished [4] ...and integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	Distinguished [5] ...and Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	Not Demonstrated [6] Not demonstrated.
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Comments

HORNER CHADE Mr. Soko uses word problems in his instruction to help drive literacy in his math lessons. He works to help students understand how the topic being taught applies and builds on other topics in both his classroom and beyond. Using real life examples will help his students bridge connections and make learning meaningful.

Standard IV: Teachers facilitate learning for their students

Element IVa Teachers know the ways in which learning takes place and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

Observation

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Not Looked For [1] Not looked for.	Developing [2] Understands developmental levels of students and recognizes the need to differentiate instruction.	Proficient [3] ...and Understands developmental levels of students and appropriately differentiates instruction. [4] ...and Assesses resources needed to address strengths and weaknesses of students.	Accomplished [5] ...and Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. [6] ...and Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	Distinguished [7] ...and Encourages and guides colleagues to adapt instruction to align with students' developmental levels. [8] ...and Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	Not Demonstrated [9] Not demonstrated.
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Element IVb Teachers plan instruction appropriate for their students

Observation

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Not Looked For Not looked for.	Developing Recognizes data sources important to planning instruction.	Proficient and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	Accomplished and Monitors student performance and responds to individual learning needs in order to engage students in learning.	Distinguished and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	Not Demonstrated Not demonstrated.
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Element IVc Teachers use a variety of instructional methods

Observation

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Not Looked For Not looked for.	Developing Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Proficient and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	Accomplished and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	Distinguished and Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	Not Demonstrated Not demonstrated.
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Element IVd Teachers integrate and utilize technology in their instruction

Observation

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Not Looked For Not looked for.	Developing Assesses effective types of technology to use for instruction.	Proficient and Demonstrates knowledge of how to utilize technology in instruction.	Accomplished and Integrates technology with instruction to maximize student learning.	Distinguished and Provides evidence of student engagement in higher level thinking skills through the integration of technology.	Not Demonstrated Not demonstrated.
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Element IVe Teachers help students develop critical thinking and problem-solving skills

Observation

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems.

Not Looked For Not looked for.	Developing Understands the importance of developing students' critical thinking and problem-solving skills.	Proficient ...and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	Aaccomplished <ul style="list-style-type: none"> ...and Teaches students the processes needed to think creatively and critically. ...and Teaches students the processes needed to develop and test innovative ideas. ...and Teaches students the processes needed to synthesize knowledge. ...and Teaches students the processes needed to draw conclusions. ...and Teaches students the processes needed to exercise and communicate sound reasoning. ...and Teaches students the processes needed to understand connections. ...and Teaches students the processes needed to make complex choices. ...and Teaches students the processes needed to frame, analyze and solve problems. 	Distinguished ...and Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	Not Demonstrated Not demonstrated.
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Element IV: Teachers help students work in teams and develop leadership qualities

Observation

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Not Looked For Not looked for.	Developing Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	Proficient and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Accomplished and Encourages students to create and manage learning teams.	Distinguished and Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	Not Demonstrated Not demonstrated.
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Element IVg. Teachers communicate effectively.

Observation

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

Not Looked For Not looked for.	Developing Demonstrates the ability to effectively communicate with students. Provides opportunities for students to articulate thoughts and ideas.	Proficient and Uses a variety of methods for communication with all students. and Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Accomplished and Creates a variety of methods to communicate with all students. and Establishes classroom practices which encourage all students to develop effective communication skills.	Distinguished and Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. and Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	Not Demonstrated Not demonstrated.
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Element IVh. Teachers use a variety of methods to assess what each student has learned.

Observation

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Not Looked For Not looked for.	Developing Uses indicators to monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	Proficient and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. and Provides evidence that students attain 21st century knowledge, skills and dispositions.	Accomplished and Uses the information gained from the assessment activities to improve teaching practice and student learning. and Provides opportunities for students to assess themselves and others.	Distinguished and Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. and Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	Not Demonstrated Not demonstrated.
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Comments







CLARKE, KIMBERLYK Mrs. Soko's lesson today included evidences verifying the use of the Instructional Framework. The Gradual Release of Responsibility Model was observed. Students were interactive and engaged as the teacher modeled math concept on the Activboard. Real-life connections were made applicable to the math skills being taught. Students were engaged and the teacher provided good examples. Open-ended questioning was used throughout the lesson. Behaviors were addressed quickly, firmly and in a respectful manner. The IETime allows for item analysis and more individualized attention to the skill deficit.

HORNER, CHADE Learning Purpose: 10:02 The I can statement was posted on the board. It states: I can identify and create equivalent fractions. Mr. Soko had this posted and on the board and verbally expressed the I can statement. He shared the learning purpose with students. I wonder if referencing throughout instructional delivery would help wandering students come back to focus, and offer a time to share questions regarding their learning? 10:05 Anticipatory Set: 10:06 No clear anticipatory set was ever shared with students. There was a question of the wanting to know how to make Jingle Green and label to equivalent fractions. Students were to work on this individually. Mr. Soko circulated the classroom and answered questions regarding this problem. He admitted to the class that about half did not know what they were doing. After allowing time for students to work on the problem individually they worked with the partner across from them to share what they had. I wonder if more students would have been successful with this if a fraction had been given opposed to the additional step of creating the fraction and then listing the two equivalent fractions? 10:12 Instructional Delivery: 10:12 Mr. Soko started his delivery by sharing where to start on the question of the day. In his delivery he used several different tactics to try to help see equivalent fractions. They discussed the identity property in math, and they discussed breaking down the word equivalent. Mr. Soko did a good job on calling on different students and utilized cold calling, and not just volunteers. He also used Dojo throughout the lesson. Mr. Soko corrected class behaviors that were affecting other students. Some students were not with him. Mr. Soko used math manipulatives and a thinking map to help share the learning purpose. I wonder if food or money from the beginning would help students come up with the idea and need for equivalent fractions? ** Continued in standard 5 Comments**

Standard V: Teachers Reflect on Their Practice







Element Va Teachers analyze student learning

Teachers think systematically and critically about student learning in their classrooms and schools why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students

<p>Not Looked For</p> <p> Not looked for.</p>	<p>Developing</p> <p> Recognizes the need to improve student learning in the classroom.</p>	<p>Proficient</p> <p> ...and Provides ideas about what can be done to improve student learning in the classroom.</p>	<p>Accomplished</p> <p> ...and Thinks systematically and critically about learning in the classroom why learning happens and what can be done to improve student achievement.</p>	<p>Distinguished</p> <p> ...and Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</p>	<p>Not Demonstrated</p> <p> Not demonstrated.</p>
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Element Vb Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<p>Not Looked For</p> <p> Not looked for.</p>	<p>Developing</p> <p> Understands the importance of professional development.</p>	<p>Proficient</p> <p> ...and Participates in professional development aligned with professional goals.</p>	<p>Accomplished</p> <p> ...and Participates in professional development activities aligned with goals and student needs.</p>	<p>Distinguished</p> <p> ...and Applies and implements knowledge and skills attained from professional development consistent with its intent.</p>	<p>Not Demonstrated</p> <p> Not demonstrated.</p>
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Element Vc Teachers function effectively in a complex dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

Not Looked For
☐ Not looked for.

Developing
☐ Is knowledgeable of current research-based approaches to teaching and learning.

Proficient
☐ and Considers and uses a variety of research-based approaches to improve teaching and learning.

Accomplished
☐ and Actively investigates and considers alternative, research-based approaches to improve teaching and learning and uses such approaches appropriately.

Distinguished
☐ and Adapts professional practice based on data and evaluates impact on student learning.

Not Demonstrated
☐ Not demonstrated.

Comments

HORNER CHADE I wonder if a video or reading Hershey Bar Math would help students? 10:45 Review. 10:45 After working with instructional delivery Mr. Soko goes back to the original problem and use fraction bars to come up with the two equivalent fractions. This was a great way to work back to the original problem, and to have the students apply their learning. 10:55 Closure: 10:55 Mr. Soko was circulating the room and offered points to those who were able to come up with both equivalent fractions. He shared that they would continue to work on this and that students would be doing some independent practice with equivalent fractions tomorrow. Observation Ended 11:05

Post Observation Conference #1

Post-Observation Conference

Observation Type Unannounced
 Observation Date 10/06/2017
 Comments We discussed how Jael is progressing in teaching a new grade level. He will continue to implement and facilitate best practices.
 Post Observation Conference Date 12/16/2017
 Artifacts Please enter observation artifacts and artifact comments below.
 Artifact Comments none noted
 Attachment There are no attachments

Sign Off Status		
Sign Off Status	Name	Sign Off Date
Accepted	KIMBERLY K CLARKE	January 25, 2018 at 02:53 PM

Post-Observation Conference - Teacher Acknowledgement #1

Post-Observation Conference

Conference Date 12/16/2017
 Post Observation Comments We discussed how Jael is progressing in teaching a new grade level. He will continue to implement and facilitate best practices.

Post-Observation Conference - Notice

Note The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Sign Off Status		
Sign Off Status	Name	Sign Off Date
Accepted	JOBEL B SOKO	January 25, 2018 at 02:52 PM

Document Obs #1 Acknowledgment Override

Document Acknowledgment Override

Override Comments
District Administrator Signed in Lieu of Teacher No

Written Response #1

Written Response

Attachment There are no attachments.
Comments

Written Response - Acknowledgement

I have received the written response from the Teacher No

Artifacts

Attachment There are no attachments
Artifact Comments

Written Response Acknowledgement #1

Written Response

Attachment There are no attachments.
Comments

Written Response Acknowledgement

I have received the written response from the Teacher No

Artifacts

Comments
Attachment There are no attachments.

Lock Observation #1 Activities

Pre-Observation Conference #2

Pre-Observation Conference

Comments

Conference Date - Not Set -

Evaluation Type

Artifacts Please enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments.

Signatures

Pre-Observation Conference - Teacher Acknowledgement #2

Pre-Observation Conference

Conference Date - Not Set -
Comments

Artifacts

Attachment There are no attachments
Artifact Comments

Pre-Observation Conference - Notice

Note The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Signatures

Formal Observation #2

Evaluator: CHADEHORN01/29/2018 07:06 AM

Standard I: Teachers Demonstrate Leadership

Element 1a Teachers lead in their classrooms

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for

work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.

<p>Not Looked For</p> <p>761 Not looked for.</p>	<p>Developing</p> <p>762 Understands how they contribute to students graduating from high school.</p> <p>763 Uses data to understand the skills and abilities of students.</p>	<p>Proficient</p> <p>764 ...and Takes responsibility for the progress of students to ensure that they graduate from high school.</p> <p>765 ...and Provides evidence of data driven instruction throughout all classroom activities.</p> <p>766 ...and Establishes a safe and orderly classroom. (Observation)</p>	<p>Accomplished</p> <p>767 ...and Communicates to students the vision of being prepared for life in the 21st century.</p> <p>768 ...and Evaluates student progress using a variety of assessment data.</p> <p>769 ...and Creates a classroom culture that empowers students to collaborate. (Observation)</p>	<p>Distinguished</p> <p>770 ...and Encourages students to take responsibility for their own learning.</p> <p>771 ...and Uses classroom assessment data to inform program planning.</p> <p>772 ...and Empowers and encourages students to create and maintain a safe and supportive school and community environment. (Observation)</p>	<p>Not Demonstrated</p> <p>773 Not demonstrated.</p>
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Element 1b. Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

<p>Not Looked For</p> <p>774 Not looked for.</p>	<p>Developing</p> <p>775 Attends professional learning community meetings.</p> <p>776 Displays awareness of the goals of the school improvement plan.</p>	<p>Proficient</p> <p>777 ...and Participates in professional learning community.</p> <p>778 ...and Participates in developing and/or implementing the school improvement plan.</p>	<p>Accomplished</p> <p>779 ...and Assumes a leadership role in professional learning community.</p> <p>780 ...and Collaborates with school personnel on school improvement activities.</p>	<p>Distinguished</p> <p>781 ...and Collaborates with colleagues to improve the quality of learning in the school.</p> <p>782 ...and Assumes a leadership role in implementing school improvement plan throughout the building.</p>	<p>Not Demonstrated</p> <p>783 Not demonstrated.</p>
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Element 1c. Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Not Looked For [6] Not looked for.	Developing [7] Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	Proficient [8] ...and Contributes to the improvement of the profession through professional growth. [9] ...and Contributes to the establishment of positive working relationships. [10] ...and Contributes to the school's decision-making processes as required.	Accomplished [11] ...and Promotes positive working relationships through professional growth activities and collaboration.	Distinguished [12] ...and Seeks opportunities to lead professional growth activities and decision-making processes.	Not Demonstrated [13] Not demonstrated.
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Element 1d. Teachers advocate for schools and students

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Not Looked For [6] Not looked for.	Developing [7] Knows about the policies and practices affecting student learning.	Proficient [8] ...and Supports positive change in policies and Practices affecting student learning.	Accomplished [9] ...and Participates in developing policies and practices to improve student learning.	Distinguished [10] ...and Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	Not Demonstrated [11] Not demonstrated.
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Element 1e. Teachers demonstrate high ethical standards

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.nqptsc.org)

Not Looked For [6] Not looked for.	Developing [7] Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Proficient [8] ...and Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Accomplished [9] ...and Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Distinguished [10] ...and Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.	Not Demonstrated [11] Not demonstrated.
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Comments

CLARKE, KIMBERLY: Bel is a team player who transitioned from teaching 2nd grade to now 4th grade Math. He is doing a great job with making personal connections with his students. His rules and procedures appear to be established and he holds his students accountable for their learning. Assessments: Schoolnet, Pearson Realize for quizzes, and teacher-made assessments. Gradual release is evident within his lessons. Students are allowed to collaborate with each other to help with mastering the skill before students work independently.

HORNER, CHADE: Mr. Sko takes on a leadership role in the classroom. He does well at redirecting students when he notices off-task behavior. Mr. Sko can continue to grow by taking on a stronger leadership role in the PLCs. Mr. Sko participates in all school-level professional development and works hard to implement strategies learned. He also participates in appropriate district-level development.

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Element IIa Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

Observation

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Appreciates and understands the need to establish nurturing relationships.</p>	<p>Proficient</p> <p>...and Establishes an inviting, respectful, inclusive, and supportive learning environment.</p>	<p>Accomplished</p> <p>...and Maintains a positive and nurturing learning environment.</p>	<p>Distinguished</p> <p>...and Encourages and advises others to provide a nurturing and positive learning environment for all students.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element IIb Teachers embrace diversity in the school community and in the world.

Observation

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Acknowledges that diverse cultures impact the world.</p> <p>Demonstrates awareness of the diversity of students in the classroom.</p>	<p>Proficient</p> <p>...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p>...and Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</p>	<p>Accomplished</p> <p>...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p>...and Consistently incorporates different points of view in instruction.</p>	<p>Distinguished</p> <p>...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</p> <p>...and Capitalizes on diversity as an asset in the classroom.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element IIc Teachers treat students as individuals

Observation

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

<p>Not Looked For</p> <p>Not looked for.</p>	<p>Developing</p> <p>Holds high expectations of students.</p>	<p>Proficient</p> <p>...and Communicates high expectations for all students.</p>	<p>Accomplished</p> <p>...and Encourages and values contributions of students, regardless of background or ability.</p>	<p>Distinguished</p> <p>...and Helps students hold high expectations for themselves and their peers.</p>	<p>Not Demonstrated</p> <p>Not demonstrated.</p>
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Element 1ld. Teachers adapt their teaching for the benefit of students with special needs

Observation

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

<p>Not Looked For</p> <p>10 Not looked for.</p>	<p>Developing</p> <p>11 Recognizes that students have a variety of learning needs.</p> <p>12 Is knowledgeable of effective practices for students with special needs.</p>	<p>Proficient</p> <p>13 ...and Collaborates with specialists who can support the special learning needs of students.</p> <p>14 ...and Provides unique learning opportunities such as inclusion and research-based, effective practices for students with special needs.</p>	<p>Accomplished</p> <p>15 ...and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</p> <p>16 ...and Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p>	<p>Distinguished</p> <p>17 ...and Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</p> <p>18 ...and Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p>	<p>Not Demonstrated</p> <p>19 Not demonstrated.</p>
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Element 1le. Teachers work collaboratively with the families and significant adults in the lives of their students

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

<p>Not Looked For</p> <p>20 Not looked for.</p>	<p>Developing</p> <p>21 Responds to family and community concerns.</p>	<p>Proficient</p> <p>22 ...and Communicates and collaborates with the home and community for the benefit of students.</p>	<p>Accomplished</p> <p>23 ...and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</p>	<p>Distinguished</p> <p>24 ...and Promotes trust and understanding throughout the school community.</p>	<p>Not Demonstrated</p> <p>25 Not demonstrated.</p>
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Comments

HORNER, CHADE Mr. Soko's classroom has procedures in place that allow for a safe place for students to learn. Mr. Soko works with our support staff here at the school to help grow his core. Mr. Soko can continue to grow his student's understanding by sharing examples to help make math relatable to all students.

Standard III: Teachers Know the Content They Teach

Element 3lla Teachers align their instruction with the North Carolina Standard Course of Study.

Observation

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Not Looked For

Not looked for.

Developing

1. Demonstrates an awareness of the North Carolina Standard Course of Study and references it in the preparation of lesson plans.

2. Elementary. Begins to integrate literacy instruction in selected lessons.

3. Secondary. Recognizes the importance of integrating literacy strategies within the content areas.

Proficient

1. and Understands the North Carolina Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.

2. Elementary. Integrates effective literacy instruction throughout the curriculum.

3. Secondary. Incorporates a wide variety of literacy skills within content areas to enhance learning.

Accomplished

1. and Develops and applies strategies based on the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.

2. Elementary. Evaluates and reflects upon the effectiveness of literacy instruction.

3. Secondary. Evaluates and reflects upon the effectiveness of literacy instruction within content areas.

Distinguished

1. and Assists colleagues in applying such strategies in their classrooms.

2. Elementary. Makes necessary changes to instructional practice to improve student learning.

3. Secondary. Makes necessary changes to instructional practice to improve student learning.

Not Demonstrated

Not demonstrated.

Element IIIb. Teachers know the content appropriate to their teaching specialty.

Observation

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Not Looked For

Not looked for.

Developing

1. Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.

Proficient

1. and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.

Accomplished

1. and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

Distinguished

1. and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.

Not Demonstrated

Not demonstrated.

Element IIIc. Teachers recognize the interconnectedness of content areas/disciplines

Observation

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

Not Looked For
 [1] Not looked for.

Developing
 [2] Understand the links between grade/subject and the North Carolina Standard Course of Study.
 [3] Displays global awareness.

Proficient
 [4] and Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study.
 [5] and Promotes global awareness and its relevance to the subjects.

Accomplished
 [6] and Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Relates content to other disciplines.
 [7] and Integrates global awareness activities throughout lesson plans and classroom instructional practices.

Distinguished
 [8] and Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.
 [9] and Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.

Not Demonstrated
 [10] Not demonstrated.

Element III.d. Teachers make instruction relevant to students

Observation

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health awareness and environmental literacy.

Not Looked For
 [11] Not looked for.

Developing
 [12] Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.

Proficient
 [13] and Identifies relationships between the core content and 21st century content.

Accomplished
 [14] and Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.

Distinguished
 [15] and Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.

Not Demonstrated
 [16] Not demonstrated.

Comments

HORNER CHADE Mr. Soko uses word problems in his instruction to help drive literacy in his math lessons. He works to help students understand how the topic being taught applies and builds on other topics in both his classroom and beyond. Using real life examples will help his students bridge connections and make learning meaningful.

Standard IV. Teachers facilitate learning for their students

Element IV.a. Teachers know the ways in which learning takes place and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

Observation

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Not Looked For Not looked for.	Developing Understands developmental levels of students and recognizes the need to differentiate instruction.	Proficient ...and Understands developmental levels of students and appropriately differentiates instruction. ...and Assesses resources needed to address strengths and weaknesses of students.	Accomplished ...and Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. ...and Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	Distinguished ...and Encourages and guides colleagues to adapt instruction to align with students' developmental levels. ...and Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	Not Demonstrated Not demonstrated.
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Element Mb. Teachers plan instruction appropriate for their students.

Observation

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Not Looked For Not looked for.	Developing Recognizes data sources important to planning instruction.	Proficient ...and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	Accomplished ...and Monitors student performance and responds to individual learning needs in order to engage students in learning.	Distinguished ...and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	Not Demonstrated Not demonstrated.
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Element Mc Teachers use a variety of instructional methods

Observation

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Not Looked For Not looked for.	Developing Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Proficient ...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	Accomplished ...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	Distinguished ...and Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	Not Demonstrated Not demonstrated.
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Element Md. Teachers integrate and utilize technology in their instruction.

Observation

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Not Looked For
Not looked for.

Developing
Assesses effective types of technology to use for instruction.

Proficient
...and Demonstrates knowledge of how to utilize technology in instruction.

Accomplished
...and integrates technology with instruction to maximize student learning.

Distinguished
...and Provides evidence of student engagement in higher level thinking skills through the integration of technology.

Not Demonstrated
Not demonstrated.

Element IV: Teachers help students develop critical thinking and problem-solving skills

Observation

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems.

Not Looked For
 [0] Not looked for.

Developing
 [1] Understands the importance of developing students' critical thinking and problem-solving skills.

Proficient
 [2] ...and Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.

Accomplished
 [3] ...and Teaches students the processes needed to think creatively and critically.
 [4] ...and Teaches students the processes needed to develop and test innovative ideas.
 [5] ...and Teaches students the processes needed to synthesize knowledge.
 [6] ...and Teaches students the processes needed to draw conclusions.
 [7] ...and Teaches students the processes needed to exercise and communicate sound reasoning.
 [8] ...and Teaches students the processes needed to understand connections.
 [9] ...and Teaches students the processes needed to make complex choices.
 [10] ...and Teaches students the processes needed to frame, analyze and solve problems.

Distinguished
 [11] ...and Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.

Not Demonstrated
 [12] Not demonstrated.

Element IV: Teachers help students work in teams and develop leadership qualities

Observation

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Not Looked For
☐ Not looked for.

Developing
☐ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.

Proficient
☐ ...and Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

Accomplished
☐ ...and Encourages students to create and manage learning teams.

Distinguished
☐ ...and Fosters the development of student leadership and teamwork skills to be used beyond the classroom.

Not Demonstrated
☐ Not demonstrated.

Element Ng Teachers communicate effectively.

Observation

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

Not Looked For
☐ Not looked for.

Developing
☐ Demonstrates the ability to effectively communicate with students.
☐ Provides opportunities for students to articulate thoughts and ideas.

Proficient
☐ ...and Uses a variety of methods for communication with all students.
☐ ...and Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

Accomplished
☐ ...and Creates a variety of methods to communicate with all students.
☐ ...and Establishes classroom practices which encourage all students to develop effective communication skills.

Distinguished
☐ ...and Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
☐ ...and Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.

Not Demonstrated
☐ Not demonstrated.

Element Nh Teachers use a variety of methods to assess what each student has learned.

Observation

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Not Looked For
☐ Not looked for.

Developing
☐ Uses indicators to monitor and evaluate student progress.
☐ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.

Proficient
☐ ...and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.
☐ ...and Provides evidence that students attain 21st century knowledge, skills and dispositions.

Accomplished
☐ ...and Uses the information gained from the assessment activities to improve teaching practice and student learning.
☐ ...and Provides opportunities for students to assess themselves and others.

Distinguished
☐ ...and Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.
☐ ...and Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

Not Demonstrated
☐ Not demonstrated.

Comments

CLARKE, KIMBERLY K Mrs. Sisko's lesson today included evidences verifying the use of the Instructional Framework. The Gradual Release of Responsibility Model was observed. Students were interactive and engaged as the teacher modeled math concept on the Activboard. Real-life connections were made applicable to the math skills being taught. Students were engaged and the teacher provided good examples. Open-ended questioning was used throughout the lesson. Behaviors were addressed quickly, firmly and in a respectful manner. The IETime allows for item analysis and more individualized attention to the skill deficit.

HORNER CHADE Learning Purpose: 10:02 The I can statement was posted on the board. It states: I can identify and create equivalent fractions. Mr. Sisko had this posted and on the board and verbally expressed the I can statement. He shared the learning purpose with students. I wonder if referending throughout instructional delivery would help wandering students come back to focus, and offer a time to share questions regarding their learning? 10:05 Anticipatory Set: 10:05 No clear anticipatory set was ever shared with students. There was a question of the wanting to know how to make Jungle Green and label to equivalent fractions. Students were to work on this individually. Mr. Sisko circulated the classroom and answered questions regarding this problem. He admitted to the class that about half did not know what they were doing. After allowing time for students to work on the problem individually they worked with the partner across from them to share what they had. I wonder if more students would have been successful with this if a fraction had been given opposed to the additional step of creating the fraction and then listing the two equivalent fractions? 10:12 Instructional Delivery: 10:12 Mr. Sisko started his delivery by sharing where to start on the question of the day. In his delivery he used several different tactics to try to help see equivalent fractions. They discussed the identity property in math, and they discussed breaking down the word equivalent. Mr. Sisko did a good job on calling on different students and utilized cold calling, and not just volunteers. He also used Dojo throughout the lesson. Mr. Sisko corrected class behaviors that were affecting other students. Some students were not with him. Mr. Sisko used math manipulatives and a thinking map to help share the learning purpose. I wonder if food or money from the beginning would help students come up with the idea and need for equivalent fractions? ** Continued in standard 5 Comments **

Standard V: Teachers Reflect on Their Practice

Element Va Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools; why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

Not Looked For 10 Not looked for.	Developing 11 Recognizes the need to improve student learning in the classroom.	Proficient 12 ...and Provides ideas about what can be done to improve student learning in the classroom.	Accomplished 13 ...and Thinks systematically and critically about learning in the classroom: why learning happens and what can be done to improve student achievement.	Distinguished 14 ...and Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	Not Demonstrated 15 Not demonstrated.
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Element Vb Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

Not Looked For 16 Not looked for.	Developing 17 Understands the importance of professional development.	Proficient 18 ...and Participates in professional development aligned with professional goals.	Accomplished 19 ...and Participates in professional development activities aligned with goals and student needs.	Distinguished 20 ...and Applies and implements knowledge and skills attained from professional development consistent with its intent.	Not Demonstrated 21 Not demonstrated.
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Element Vc Teachers function effectively in a complex dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

Not Looked For
☐ Not looked for.

Developing
☐ Is knowledgeable of current research-based approaches to teaching and learning.

Proficient
☐ and Considers and uses a variety of research-based approaches to improve teaching and learning.

Accomplished
☐ and Actively investigates and considers alternative, research-based approaches to improve teaching and learning and uses such approaches appropriately.

Distinguished
☐ and Adapts professional practice based on data and evaluates impact on student learning.

Not Demonstrated
☐ Not demonstrated.

Comments

HORNER CHADIE I wonder if a video or reading Hershey Bar Math would help students? 10:45 Review. 10:45 After working with instructional delivery Mr. Soko goes back to the original problem and use fraction bars to come up with the two equivalent fractions. This was a great way to work back to the original problem, and to have the students apply their learning. 10:55 Closure: 10:55 Mr. Soko was circulating the room and offered points to those who were able to come up with both equivalent fractions. He shared that they would continue to work on this and that students would be doing some independent practice with equivalent fractions tomorrow. Observation Ended 11:05

Post Observation Conference #2

Post-Observation Conference

Observation Type Unannounced

Observation Date 01/24/2017

Post Observation Comments Mr. Soko and I met on the 29th and discussed his observation. Mr. Soko took feedback well, and is going to implement suggestions into his classroom.

Conference Date 01/29/2017

Artifacts Please enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments.

Sign Off Status

Sign Off Status

Name

Sign Off Date

Accepted

CHADIE HORNER

January 29, 2018 at 03:06 PM

Post-Observation Conference - Teacher Acknowledgement #2

Post-Observation Conference

Conference Date 01/29/2017

Post Observation Comments Mr. Soko and I met on the 29th and discussed his observation. Mr. Soko took feedback well, and is going to implement suggestions into his classroom.

Post-Observation Conference Notice

Note The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Sign Off Status

Sign Off Status

Name

Sign Off Date

Accepted

JEL B SOKO

January 29, 2018 at 03:06 PM

Document Obs #2 Acknowledgment Override

Document Acknowledgment Override

District Administrator Signed in Lieu of Teacher No
 Override Comments

Written Response #2

Written Response

Attachment There are no attachments.
Comments

Written Response - Acknowledgement

I have received the written response from the Teacher No

Artifacts

Attachment There are no attachments.
Artifact Comments

Written Response Acknowledgement #2

Written Response

Attachment There are no attachments.
Comments

Written Response Acknowledgement

I have received the written response from the Teacher No

Artifacts

Comments
Attachment There are no attachments

Look Observation #2 Activities

Pre-Observation Conference #3

Pre-Observation Conference

No Answer Sets

Sign off status

Pre-Observation Conference - Teacher Acknowledgement #3

Pre-Observation Conference

No Answer Sets

Artifacts

No Answer Sets

Pre-Observation Conference - Notice

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Sign off status

Formal Observation #3

Post Observation Conference #3

Post-Observation Conference

No Answer Sets

Sign off status

Post-Observation Conference - Teacher Acknowledgement #3

Post-Observation Conference

No Answer Sets

Post-Observation Conference - Notice

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Sign Off Status

Document Obs #3 Acknowledgment Override

Document Acknowledgment Override

No Answer Sets

Written Response #3

Written Response

No Answer Sets

Written Response - Acknowledgment

No Answer Sets

Artifacts

No Answer Sets

Written Response Acknowledgment #3

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Artifacts

No Answer Sets

Lock Observation #3 Activities

Pre-Observation Conference - Additional #1

Pre-Observation Conference

No Answer Sets

Sign Off Status

Pre-Observation Conference - Teacher Acknowledge - Additional #1

Pre-Observation Conference

No Answer Sets

Artifacts

No Answer Sets

Pre-Observation Conference - Notice

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Sign Off Status

Formal Observation - Additional #1

Post Observation Conference - Additional #1

Post-Observation Conference

No Answer Sets

Sign Off Status

Post-Observation Conference - Teacher Acknowledge- Additional #1

Post-Observation Conference

No Answer Sets

Post-Observation Conference - Notice

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Sign Off Status

Document Addl Obs #1 Acknowledgment Override

Document Acknowledgment Override

No Answer Sets

Written Response - Additional #1

Written Response

No Answer Sets

Written Response - Acknowledgement

No Answer Sets

Artifacts

No Answer Sets

Written Response Acknowledgement - Additional #1

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Artifacts

No Answer Sets

Lock Additional Observation #1

Pre-Observation Conference Peer

Pre-Observation Conference

No Answer Sets

Sign Off Status

Pre-Observation Conference - Teacher Signature Peer

Pre-Observation Conference

No Answer Sets

Artifacts

No Answer Sets

Pre-Observation Conference - Notice

No Answer Sets

Sign Off Status

Formal Observation Peer

Post Observation Conference Peer

Post-Observation Conference

No Answer Sets

Sign Off Status

Post-Observation Conference - Teacher Signature Peer

Post-Observation Conference

No Answer Sets

Post-Observation Conference - Notice

No Answer Sets

Sign Off Status

Document Obs #2 Acknowledgment Override

Document Acknowledgment Override

No Answer Sets

Written Response Peer

Written Response

No Answer Sets

Written Response - Acknowledgement

No Answer Sets

Artifacts

No Answer Sets

Written Response Acknowledgement Peer

Written Response

No Answer Sets

Written Response Acknowledgement

No Answer Sets

Artifacts

No Answer Sets

Lock Peer Observation

Pre-Observation Conference - Additional #2

Pre-Observation Conference (Required)

No Answer Sets

3/10/13 10:03

Pre-Observation Conference - Teacher Acknowledge - Additional #2

Pre-Observation Conference (Required)

No Answer Sets

Artifacts

No Answer Sets

Pre-Observation Conference - Notice

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3/10/13 10:03

Formal Observation - Additional #2

Post Observation Conference - Additional #2

Post-Observation Conference (Required)

No Answer Sets

Sign Off Status

Post-Observation Conference - Teacher Acknowledge-Additional #2

Post-Observation Conference (Required)

No Answer Sets

Post-Observation Conference - Notice

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Sign Off Status

Document Addl Obs #2 Acknowledgment Override

Document Acknowledgment Override

No Answer Sets

Written Response-Additional #2

Written Response

No Answer Sets

Written Response- Acknowledgement

No Answer Sets

Artifacts

No Answer Sets

Written Response Acknowledgement - Additional #2

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Artifacts

No Answer Sets

Lock Additional Observation #2

Pre-Observation Conference- Additional #3

Pre-Observation Conference (Required)

No Answer Sets

Sign Off Status

Pre-Observation Conference- Teacher Acknowledge-Additional #3

Pre-Observation Conference (Required)

No Answer Sets

Artifacts

No Answer Sets

Pre-Observation Conference - Notice

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Sign Off Status

Formal Observation - Additional #3

Post Observation Conference - Additional #3

Post-Observation Conference (Required)

No Answer Sets

Sign Off Status

Post-Observation Conference - Teacher Acknowledge - Additional #3

Post-Observation Conference (Required)

No Answer Sets

Post-Observation Conference - Notice

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Sign Off Status

Document Addl Obs #3 Acknowledgment Override

Document Acknowledgment Override

No Answer Sets

Written Response - Additional #3

Written Response

No Answer Sets

Written Response - Acknowledgement

No Answer Sets

Artifacts

No Answer Sets

Written Response Acknowledgement - Additional #3

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Artifacts

No Answer Sets

Lock Additional Observation #3

Record of Evaluation Activities

Record of Evaluation Activities

No Answer Sets

Observation Scoring Summary

Evaluator: CHADE HORNER 01/29/2018 07:07:06 AM

Evaluator: KIMBERLY K. CLARKE 01/25/2018 02:36:08 PM

Summary Evaluation Form - Standards I - V 2017-2018

Summary Evaluation Conference

Summary Evaluation Conference

No Answer Sets

Sign Off Status

Summary Evaluation Conference - Teacher Acknowledgement

Summary Evaluation Conference

No Answer Sets

Notice

Note The teacher's acknowledgment on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The acknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Sign Off Status

Written Response

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Written Response Acknowledgement

Written Response

No Answer Sets

Written Response Acknowledgment

No Answer Sets

Look Summary Activities

Looking Instructions

Workflow Instructions

No Answer Sets

Recommended Learning Opportunities

There were no learning opportunities found.

LEARNING OPPORTUNITY	REQUIRED/RECOMMENDED	STATUS	TYPE	ADDED BY
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No Results to Display

0 results

Evaluation Discussion

No discussion topics.

Evaluation Comments

There are no comments.

Evaluation Attachments

No files attached.

There are no attachments.