Standard Evaluation 2017-2018 for SOKO, JOHLB

Date Printed: 02/05/2018

Evaluation Details

Title:Standard Evaluation 2017-2018

Description: This plan should CNLYbe rolled over at the state (NCDH) level. After the state rollover is complete, it can be synded to GMS and potentially other NCdients.

Evaluation Steps

Locking Instructions

Rease look Observation Containers by utilizing looking 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 & Neah-Pocky Mount Schools Middlesex Elementary

Orientation

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.burnal

Enter

No notes created.

Pre-Observation Conference#1

Pre-Observation Conference

Comments

Conference Date - Not Set -

Evaluation Type

Artifacts Rease enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments

Sin Cils aus

Pre-Observation Conference-Teacher Adknowledgement #1

Pre-Observation Conference - Teacher Signature

Conference Date - Not Sat -Comments

Atiforte

Attachment There are no attachments

Artifact Comments

Note

Note The teacher's advnowledgment 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 adknowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Cardina State Board of Education Policy for the Teacher Evaluation Process.

So Cisaus III (1) **9gn Off Status** Sgn Off Date JOHL BSOKO Accepted January 25, 2018 at 02:48 FM

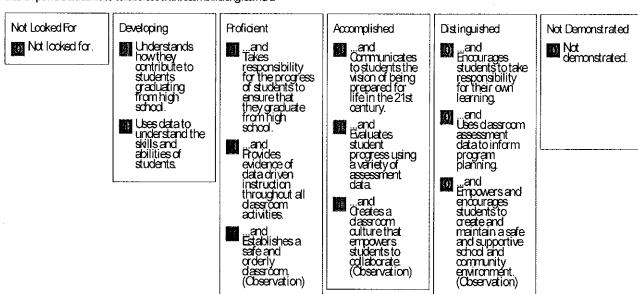
Formal Observation#1

Evaluator: KIMBERLYKOLARKE01/25/2018 02:36:08 RM

Standard I: Teachers Demonstrate Leadership

Hement la Teachersleadintheirdassooms

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 availety 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 adjust ments to the teaching and learning process. They establish a safe, orderly environment, and they greate a culture that empowers students to collaborate and become lifelong learners.



Hemant 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 shool 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 processand collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or gradelevels.

Not Looked For Developing Proficient Not Demonstrated Accomplished Distinguished ...and
Assumes a
leadership rde
in professional
learning
community. Attends professional in and collaborates with colleagues to improve the quality of learning in the school. Not looked for. ...and Participates in professional Not demonstrated. learning community learning community. meetings. Displays awareness of the goals of the school ...and Participates in ...and Collaborates with school personnel on ...and Assumes a Jeadership rde developing and/or implementing the school improvement school" improvement improvement implementing activities school improvement plan throughout the building

Hement Ic Texthersleedthetextringprofession

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 Developing Proficient Accomplished Distinguished Not Demonstrated and Fromotes positive working relationships ...and Sæks opportunities to lead professional Not looked for. Has knowledge of apportunities and the need ...and Çontributesto Not demonstrated. the improvement of the profession through professional growth. for professional through professional growth adjutties and collaboration. growth and begins to establish growth activities and relationships decisionwith colleagues. making ...and Çantributes to processes. establishment of positive working relationships. ...and Contributes to

Element Id Teachersadvocate 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.

the school's decisionmaking processes as required.

Not Looked For **Developing** Proficient Accomplished Distinguished Not Demonstrated Knows about the policies and practices affecting ...and Adively participates promotes and provides arrong ...and Supports positive change in policies and Practices ...and Participates in developing policies and Not looked for. Not demonstrated. practices to affecting student improve student supporting evidence for learning. learning. learning. implementation of initiatives to improve education.

Hement le Teachersdemonstrate highethical standardsTeachers demonstrate ethical principles induding 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.naptscorg)

C

Developing

Understands
the importance
of ethical
behander 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 Oxde of Ethics for North Cardina Educators and the Sandards for Professional Condux.

Accomplished

and Knows and upholds the Code of Bhics for North Carolina Educators and the Sandards for Professional Conduct.

Distinguished

mand
Models the tenets of the Code of Binics for North Cardina Educators and the Sandards for Professional Conduct and encourages others to do the same

Not Demonstrated

Not demonstrated.

Comments

CLARKE, KIMBERLYK doel 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 quizees, 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 works independently.

HCRNER CHADE Mr. Sidko takes on a leadership role in the classroom. He does well at redirecting students when he notices off-task behavior. Mr. Sidko can continue to grow by taking on a stronger leadership role in the PLOs. Mr. Sidko 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 Ila Texchersprovideanenvironment inwhichexch drildhæsapositive, nuturing relationship with caring acuts

Observation

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

Not Looked For

Mat looked for.

Developing

Appreciates and understands the need to establish nurturing relationships.

Proficient

Accomplished

...and Waintains 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.

Element IIb. Teachersembracediversity in the school community and in the world.

Observation

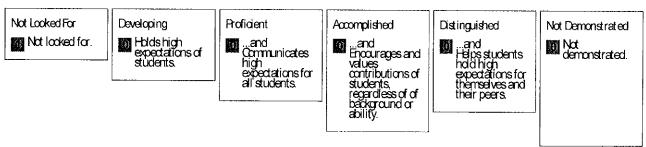
Technsdemonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and clevelop lessons that countered stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, 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 Developing **Proficient** Accomplished Distinguished Not Demonstrated Advantedges that diverse cultures impact and Displays knowledge of diverse cultures their Not looked for. and Uses materijals ...and Fromotesa Not demonstrated. or lessons that deep deep understanding of cultures through the integration of culturally sensitive the world. counteract stereotypes and advnowledges the **Demonstrates** histories and their roles in awareness of the diversity of contributions of shaping global students in the issuies. all cultures. dasgroom. materials and and Consistently incorporates different points ...and Advowledges the influence of race, ethnicity, ideas throughout the ourriculum gender, religion, socioof view in ...and Capitalizeson instruction. diversity as an asset in the economics and culture on a student's dassroom development and attitudes.

Bemert IIc Teacherstreat studentsæindviduals

Observation

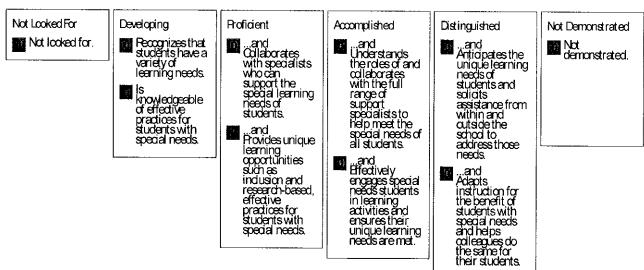
Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.



Element IIId Teachersackapt 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.



Element lle Teacherswork 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 obstades that may stand in the way of effective family and community involvement in the education of their students. Developing Not Looked For Proficient Accomplished Distinguished

Not looked for.

Pesponds to family and community concerns.

...and Communicates and collaborates with the home and community

for the benefit of students.

...and Recognizes obstades to family and community participation and conscientiously seeks solutions to overcome and Promotes trust and understanding throughout the school community.

Not Demonstrated Not demonstrated.

Comments

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

Standard III: Teachers Know the Content They Teach

Hement Illa Teachersaligntheir instruction with the North Cardina Sandard 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

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

o ⊟ementary. Begins to integrate literacy instruction in selected lessons.

Secondary. Recognizes the importance of integrating literacy strategies withinithe content areas.

Proficient

...and Understands the North Cardina Standard Course of Study and uses it in preparation of lesson plans, and applies strategies to make the arrialum rigorous and reevant.

Bementary. Integrates effective literacy instruction throughout the curriculum

Secondary. Incorporates a wide variety of literacy skills within content areasto enhance learning.

Accomplished

...and Develops and applies strategies bæed on the North Carolina Sandard Course of Study and standards developed by professional organizations to make the aırriaılum balanced, rigorous and relevant.

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

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

Distinguished

o ...and Assists colleagues in applying such strategies in their dassrooms.

Bementary. Makes necessary changes to instructional practice to improve learning.

Secondary: Makes necessary changes to instrŭdional practice to improve student learning

Not Demonstrated

Not demonstrated.

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

Observation

Teachers bring aridhness and depth of understanding to their dass corns by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Bementary 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

im 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.
Wotivates
students to
investigate the
content area to
expand their
knowledge and
satisfy their
natural
curiosity.

Distinguished

in and betends 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

Texthers know the links and vertical dignment of the grade or subject they texth and the North Carolina Sandard Course of Study. Texthers understand how the content they texth relates to other disciplines in order to deepen understanding and connect learning for students. Texthers promote global awareness and its relevance to subject sthey texth.

Not Looked For

Not looked for.

Developing

Understand the iinks between grade/subject and the North Cardina Sandard Course of Study.

Displays global awareness.

Proficient

and
Demonstrates
knowledge of
links between
gracle's ubject
and the North
Cardina
Standard
Course of
Study.

and
Fromotes 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
Cardina
Sandard
Ourse of
Sudy, Felates
content to other
disciplines.

...and
Integrates
global
awareness
activities
throughout
lesson plans
and dasaroom
instructional
practices

Distinguished

and
Callaborates
with teachers
from other
graces or
subject areas to
establish links
between
disciplines and
influence
school-wide
curriculum and
teaching
practice.

...and
Rhomotes global
awareness and
its relevance to
all faculty
members
influencing
curriculum and
teaching
practices
throughout the
school.

Not Demonstrated

Not demonstrated.

Element IIId Teachersmake instruction relevant to students

Observation

Teachers incorporate 21st century life-skills into their teaching deliberately, strategically, and broadly. These skills indude leadership, ethics, accountability, adeptability, personal productivity, personal responsibility, people-skills, self-direction, and social responsibility. Teachershelp 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, diviciliteracy, health awareness, and environmental literacy.

Developina

Identifies
relationships
between the
North Carolina
Sandard
Course of Study
and life in the
21st century.

Proficient

identifies relationships between the core content and 21st century content.

Accomplished

integrates core confert and 21st century content throughout lesson plans and descroom instructional practices.

Distinguished

in and Deepens students' understandings of 21st century skills and helps their own connections and develop newskills.

Not Demonstrated

Not demonstrated.

Comments

HORNER OHADE Mr. Sideouses word problems in his instruction to help drive literacy in his math lessons. He works to help students understand how the topic being taught appties and builds on other topics in both his dassroom 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 Na Teachersknowtheways 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 student sthink and learn. Teachers understand the influences that affect individual student learning (development, outrure, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreest of exciving 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

identifies
appropriate
developmental
levels of
students and
consistently
and
appropriately
differentiates
instruction.

...and
Feviews 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

and
Stays abreest 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.

Herrent No. Teachersplaninstruction appropriate for their students

Observation

Teaches collaborate with their colleagues and use avariety 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 Developing Proficient Accomplished Distinguished Not looked for. Recognizes data and Uses a variety of data for ...and Monitors student performance ...and Monitors important to student short- and long-range planning of instruction. Monitors and modifies performance and responds to individual planning instruction. and responds to cultural learning needs in order to diversity and learning needs through the school

instructional

plansto enhance

student

learning.

Herrent IVcTeachersuseavariety 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 awide range of techniques induding information and communication technology, learning styles, and differentiated instruction.

engage students in

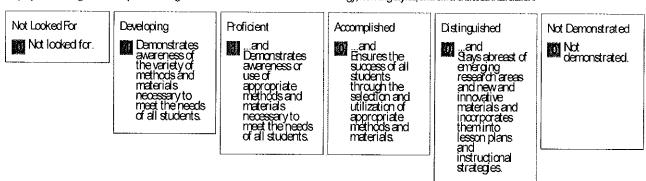
improvement

process.

learning.

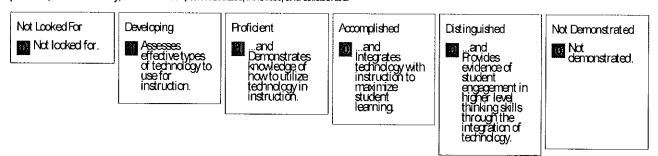
Not Demonstrated

Not demonstrated.



Hement IVol Texthesintegrate and utilize technology in their instruction.

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.



Element IVe Teachershelpstudentsdeveloparitical-thinking and problems dvingskills

Observation

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

Not Looked For

Nat looked far.

Developing

Understands the importance of developing students' critical thinking and problemsolving skills. Proficient

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

Accomplished

...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
næded to draw
condusions

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 heeded to make complex choices.

i...and
Teaches
students the
processes
needed to
frame, analyze
and solve
problems.

Distinguished

and
Encurrages and
assists teachers
throughout the
school to
integrate
critical thinking
and problem
solving skills
into their
instructional
pradices

Not Demonstrated

Not demonstrated.

Herrent IVI. Teachershelpstudentswarkinteemeanddevelopleadershipqualities

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

in and Frosters the development of student leadership and teenwork skills to be used beyond the dassroom

Not Demonstrated

Not demonstrated.

Hement Ng. Texcherscommunicate effectively.

Observation

Teachers communicate in ways that are dearly understood by their students. They are perceptive list eners 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 dearly and effectively.

Not Looked For

Nat loaked far.

Developing

Demonstrates the ability to effectively communicate with students

Provides
apportunities
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 dearly
and effectively.

Accomplished

and
Creates a
variety of
mathods to
communicate
with all
students.

and
Establishes
dasgroom
practices which
encurage all
students to
develop
effective
communication

Distinguished

...and
Anticipates
possible student
misunderstandings
and procedively
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 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

inand
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
themto use
peer and selfassessment
feedbackto
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

CLAFICE, KIMEERLY K Mrs. Sidko'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 lEtime allows for item analysis and more individualized attention to the skill deficit.

HORNER O-WDE 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: 10:05 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. Scho droutated the dassroom and answered questions regarding this problem. He admitted to the dass that about half did not knowwhat 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. Sido 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. Sido corrected dass behaviors that were affecting other students. Some students were not with him Mr. Sido 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

Antiwi Ni

Herrent Va Teachersanalyzest udent learning.

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

Not Looked For

Not looked for.

Developing

Recognizes the need to improve student learning in the dassroom. Proficient

...and Provides ideas about what can be done to improve student learning in the dæsroom

Accomplished

and Thinks systematically and critically about learning in the dassroom: why learning happens and what can be done to improve student achievement.

Distinguished

...and Provides a detailed analysisabout what can be daneto improve student learning and uses such analyses to adapt instructional practices and materials within the dassroom and at the

school level

Not Demonstrated

Not demonstrated.

Ement Vo. Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects agobal 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

Not looked for.

Developing

Understands the importance of professional development.

Proficient

Participates in professional development aligned with professional ocals.

Accomplished

and Participates in professional development activities aligned with goals and student needs. Distinguished

..and ...and
Applies and
implements
knowledge and
skills attained
from
professional
development
consistent with
its intent. Not Demonstrated

Not demonstrated.

Element & Teachersfundioneffectively in a complex, dynamic environment.

Understanding that drange 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
Cansiders and
uses a variety of
research-based
approaches to
improve
teaching and
learning

Accomplished

...and
Adively
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 OHADE I wonder if a video or reading Hershey Bar Math would help students? 10.45 Review. 10.45 After working with instructional delivery Mr. Scko 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. Scko 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

Rost-Observation Conference

Observation Type Unannounced Observation Date 10/06/2017

Comments We discussed how abel is progressing in teaching a new grade level. He will continue to implement and

facilitate best practices.

Post Observation 12/16/2017

Conference Date

Artifacts Rease enter observation artifacts and artifact comments below.

Artifact Comments none noted

Attachment There are no attachments.

Sign Off Status Name Sign Off Date

Accepted KIMBERLYK CLARKE January 25 2018 at 02:53 PM

Accepted KIMBERLYKOLARKE January 25, 2018 at 02:53 PM

Post-Observation Conference - Teacher Adknowledgement #1 Rost-Observation Conference

Conference Date 12/16/2017

Post Observation We discussed how the is progressing in teaching a new grade level. He will continue to implement and facilitate

Comments best practices.

Post-Observation Conference - Notice

Note The teacher's advnowledgment 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 advnowledgment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Cardina State Board of Education Policy for the Teacher Evaluation Process.

Sign Off Status Name Sign Off Date

Accepted JOBL BSICKO January 25, 2018 at 02:52 FM

Document Obs#1 Advnowledgment Override

Document Adknowledgment Override

Written Response#1

Witten Response

Attachment There are no attachments

Comments

Witten Response - Admowledgement

I have received the written response from the Teacher No

Artifacts

Attachment There are no attachments

Artifact Comments

Written Response Adknowledgement #1

Witten Response

Attachment There are no attachments.

Comments

Witten Response Advnowledgment

I have received the written response from the Teacher N

Artifacts

Comments

Attachment There are no attachments

Lock Observation #1 Activities

Pre-Observation Conference#2

Re-Observation Conference

Comments

Conference Date - Not Sat -

Evaluation Type

Artifacts Rease enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments

is position and the second

Pre-Observation Conference - Teacher Acknowledgement #2

Re-Observation Conference

Conference Date - Not Set -Comments

Artifacts

Attachment There are no attachments Artifact Comments

Pre-Coservation Conference - Notice

Note The teacher's advisoid degment 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 advisoid degment of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Cardina State Board of Education Policy for the Teacher Evaluation Process.

Sme(State)

Formal Observation #2

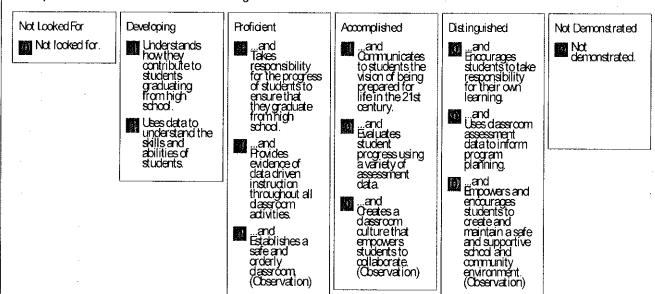
Evaluator: 0-HADEHORNER 01/29/2018 07:07:08 AM

Standard I: Teachers Demonstrate Leadership

Hement la Teachersleadintheirdassooms

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 dass. Teachers use various types of assessment data during the school year. to evaluate student progress and to make adjust ments 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.



Element lb. Teachersdemonstrate 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 processand collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or gradelievels.

				· -	
Not Looked For Not looked for	Developing Attends professional learning compunity meetings. Displays awareness of the goals of the school improvement plan.	Proficientand Participates in professional learning communityand Participates in developing and/or implementing the school improvement plan.	Accomplishedand	Distinguished and Callaborates with calleagues to improve the quality of learning in the school. and Assumes a leadership rote in implementing school improvement plan throughout the building.	Not Demonstrated Not demonstrated.

Element la Textres lead the textring 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 Proficient Developing Accomplished Distinguished Not Demonstrated Has knowledge of apportunities and the need for professional growth and begins to establish Not looked for. ...and Contributes to ...and Promotes ...and Seeks Not demonstrated. positive working relationships appartunities to lead improvement of the profession through professional through professional professional growth activities and growth activities and relationships growth. decisionwith colleagues. collaboration. making processes. ...and Contributes to the establishment of positive working relationships. ...and Contributes to the school's decisionmaking processes as required.

Hement Id Teachersadvocate 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 Developing **Proficient** Accomplished Distinguished Not Demonstrated Knows about the policies and practices affecting ...and
Participates in developing policies and practices to improve student ...and Supports positive drange in policies and Practices Nat looked far. and Adively participates, promotes, and promotes arong Not demonstrated. student learning. affecting supporting evidence for implementation of initiatives to student` learning. learning. education.

Element le Teachers de monstrate high ethical standards
Teachers de monstrate ethical principles including honesty, integrity, fair treatment, and respect for others Teachers uphold the Code of Ethics for North Carolina Educators (effective Jine 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.naptscorg)

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

Comments

CLARKE, KIMBERLYK duel 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 quizees, 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 works independently.

HORNER CHADE Mr. 3 dro takes on a leadership role in the classroom. He does well at redirecting students when he notices off-task behavior. Mr. 3 dro can continue to grow by taking on a stronger leadership role in the R.Os. Mr. 3 dro 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

Emert lla Texthersprovideanenvironment inwhichexchdildhasapositive, nurturing relationship with calling abuts

Observation

Texthersencourage 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.

Element IIb. Teachers embraced versity 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 countered 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

Nat looked for.

Developing

Admowledges that diverse cultures impact the world.

Demonstrates awareness of the diversity of students in the dassroom. Proficient

and
Displays
knowledge of
diverse
cultures, their
histories, and
their roles in
shaping global
issues

...and
Admowledges
the influence of
race, ethnicity,
gender, religion,
socioeconomics, and
outture on a
student's
development
and attitudes.

Accomplished

and
Uses materials
or lessons that
counteract
steredypes and
admoviledges
the
contributions of
all cultures.

...and Consistently incorporates different points of viewin instruction. Distinguished

and Fromotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum

and
Capitalizes on diversity as an asset in the dassroom

Not Demonstrated

Not demonstrated.

Element IIc Teacherstreet studentsæindividuals

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

Nat looked for.

Developing

Holds high expectations of students. Proficient

...and Communicates high expectations for all students. Accomplished

and
Encourages and
values
contributions of
students,
regardless of of
background or
ability.

Distinguished

and
Helps students
hald high
expectations for
themselves and
their peers.

Not Demonstrated

Not demonstrated.

Element IIId. Teachers adapt their teaching for the benefit of students with special needs

Observation

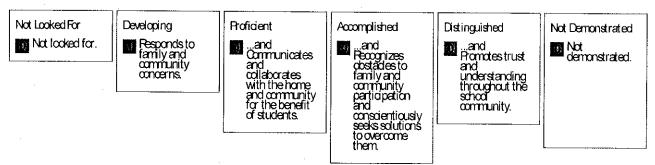
Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Not Looked For Developing Proficient Accomplished Distinguished Not Demonstrated Not looked for. ...and Understands the roles of and collaborates with the full Recognizes that students have a variety of ...and Anticipates the unique learning needs of and Callaborates With specialists Not demonstrated. learning needs. who can support the special learning students and solicits range of support knowledgeable of effective practices for students with assistance from within and outside the needs of students. specialiststo help meet the special needs of all students. ...and Provides unique school to address those special needs. learning opportunities such as needs. ...and Effectively engages special needs students ...and
Adapts
Instruction for
the benefit of
students with
special needs
and helps indusion and research-based, effective practices for students with special needs. in learning activities and ensures their unique learning needs are met. colleagues do

Element lie Texcherswork 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.

the same for their students.



Comments

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

Standard III: Teachers Know the Content They Teach

Element Illa Teachersalign their instruction with the North Cardina Sandard Course of Study.

Observation

In order to enhance the North Carolina Sandard Course of Sudy, 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. Benenitary teachers have explicit and thorough preparation in literacy instruction. Modificand high school teachers incorporate literacy instruction within the content area or discipline.

Not Looked For Developing Proficient Accomplished Distinguished Not Demonstrated Mot looked for. Demonstrates ...and Develops and and
Assists
colleagues in
applying such
strateges in Not demonstrated.and Understands the North an awareness of the North Carolina Sandard Course of Study and references it in the Levelops and applies strategies based on the North Cardina Sandard Course of Study and standards developed by professional organizations to make the arrigallum the North
Cardina
Sandard
Course of Study
and uses it in
preparation of
lesson plans,
and applies
strategies to
make the their dassrooms. Eementary. Makes preparation of lesson plans. necessary Hementary. Begins to changes to instructional makethe aırriaılum integrate literacy instruction in practice to improve rigorous and aırriallum refevant. balanced, student rigorous ánd selected Bementary. Integrates effective learning refevant. Bementary. Bygluates and Secondary. Makes Secondary. Fecognizes the importance of literacy instruction necessary reflectsupon changes to instructional throughout the curriculum integrating literacy strategies within the effectiveness of practice to literacy instruction. Secondary. Incorporates a wide variety of literacy skills within content improve student Secondary. Evaluates and content areas. learning reflectsupon areasto effectiveness of enhance

Element IIIb. Teachersknowthecontent appropriate to their teaching specialty.

learnina

Observation

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

literacy instruction

within content areas

Not Looked For Developing Proficient Accomplished Distinguished Not Demonstrated ...and Applies knowledge of subject beyond the content in Demonstrates a basic level of content Not looked for. ...and Demonstrațeș ...and Extends Not demonstrated. an appropriate level of content knowledge in the teaching knowledge of subject beyond content in their knowledge in the teaching assigned specialty to teaching specialty and sparks which assigned. specialty to specialty.

Motivates
students to
investigate the
content area to
expand their which assigned. students' curiosity for learning beyond the required course work knowledge and satisfytheir natural curiosity.

Element IIIc Teachers recognize the interconnected ness of content areas/desciplines

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 subject sthey teach.

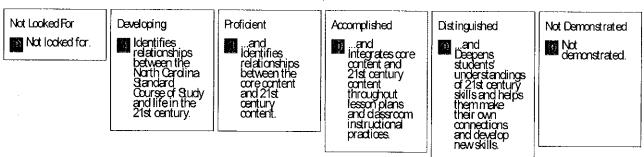
Not Looked For Developina **Proficient** Accomplished Distinguished Not Demonstrated Understand the links between grade/subject and the North and Demonstrates knowledge of links between grade/subject and the North ...and Demonstrates knowledge of the links and Not looked for. ...and Collaborates Not demonstrated. with teachers from other vertical
vertical
alignment of
the grade or
subject area
and the North
Carolina
Sandard Çardina Şandard grades or subject areas to establish links Cardina Sandard Course of between disciplines and influence Course of Displays global Study. awareness. school-wide ...and Promotes global awareness and Course of Study, Relates content to other curriculum and teaching practice tsrelevance to disciplines. ...and Fromotes global the subjects. and integrates global awareness and its relevance to all faculty awareness activities throughout lesson plans and dasproom members, influencing curriculum and teaching practices throughout the school. instructional

Herrent IIId Textres make instruction relevant to students

Observation

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broady. These skills include leadership, ethics, account ability, 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, diviciliteracy, health awareness, and environmental literacy.

practices.



Comments

HCRNER CHADE Mr. Sidko 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. Teachersknowthewasin which learning takes place and they know the appropriate levels of intellectual, physical, social, and endional development of their students.

Observation

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, outure, 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 Proficient Developing Accomplished Distinguished Not Demonstrated Not looked for. Understands developmental levels of ...and Understands developmental levels of ...and Encourages and ...and identifies Not demonstrated. appropriate developmental levels of guides colleagues to students and recognizes the students and adapt instruction to align with students need to differentiate appropriately differentiates students and consistently instruction. instruction. appropriately differentiates instruction. developmental .and levels Assesses resources needed to and Slays abreast of ...and Peviews and address strengths and weaknesses of **current** uses alternative research about resources or student. students. adapts existing learning and resources to take advantage of student strengths or address emerging resources and encourages the school to adopt or adapt them for the benefit weeknesses.

Herrent IVo. Teachersplaningtruction 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 media.

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

Herrent 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 awide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Not Looked For Developing Proficient Accomplished Distinguished Not Demonstrated Not looked for. Demonstrates ...and Demonstrates ...and Stays abreest of emerging research areas ...and Ensures the Not demonstrated. awareness of the variety of methods and awareness or success of all students through the selection and utilization of useof materials appropriate methods and and new and innovative materials and incorporates theminto necessary to meet the needs materials necessary to meet the needs of all students. of all students. appropriate methods and materials. lesson plans instructional stratecies.

Element IVd Teachers integrate and utilize technology in their instruction

Observation

Teachers knowwhen 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.

Developing

Assesses
effective types
of technology to
use for
instruction.

Proficient

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

Accomplished

integrates
technology with
instruction to
maximize
student
learning.

Distinguished

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

Not Demonstrated

Not demonstrated.

Hemant IVe Teachershelpstudentsdeveloporitical-thinking and problems diving skills

Observation

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

Developing

Understands
the importance
of developing
students'
oritical thinking
and problemsolving skills.

Proficient

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

Accomplished

in and leaches students the processes heeded to think creatively and critically.

mand
Teaches
students the
processes
needed to
develop and
test innovative
ideas.

and
Tieaches
students the
processes
needed to
synthesize
knowledge.

...and
Teaches
students the
processes
needed to draw
condusions.

...and
Teaches
students the
processes
needed to
exercise and
communicate
sound
reasoning

and Teaches students the processes needed to understand connections.

imand
lieaches
students the
processes
heeded to make
complex
choices.

...and
Teaches
students the
processes
needed to
frame, analyze
and solve
problems.

Distinguished

and
Encurages and
assists teachers
throughout the
school to
integrate
critical thinking
and problem
solving skills
into their
instructional
practices

Not Demonstrated

Not demonstrated.

Element IVI. Teachershelpstudentswarkinteemsanddevelopleadershipqualities

Observation

Teachersteach 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, interest with people from different cultures and backgrounds, and develop leadership qualities.

Developing

Froides opportunities for experation, collaboration, and leadership through student learning teams.

Proficient

in and Creanizes student learning teams for the purpose of developing cooperation, and student leadership.

Accomplished

incurages students to create and manage learning teams. Distinguished

and
Fosters the
development of
student
leadership and
teamwork skills
to be used
beyond the
dassroom

Not Demonstrated

Not demonstrated.

Hement IVg. Texthescommunicate effectively.

Observation

Teachers communicate in ways that are dearly 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 dearly and effectively.

Not Looked For Not looked for.

r. |

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 dearly
and effectively.

Accomplished

...and Creates a variety of methods to communicate with all students.

and
Establishes
dassroom
practices which
encourage all
students to
develop
effective
communication
skills

Distinguished

Anticipates
possible student
misunderstandings
and proadively
develops teaching
teanniques to
mitigate concerns

in and
Establishes
school-wide
and grade
appropriate
vehides to
encurace
students
throughout the
school to
develop
effective
communication
edits

Not Demonstrated

Not demonstrated.

Element IVh Teachers use avariety 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, stills, and dispositions.

Proficient

i...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
Frovides
copportunities
for students to
assess
themselves and
others

Distinguished

and
Teaches
students and
encourages
them to use
peer and selfassessment
feedback to
assess their
own learning,

and
Encourages and
guides
colleagues to
assess 21st
century skills,
knowledge, and
disposition and
information to
adjust their
instructional

Not Demonstrated

Not demonstrated.

Comments

CLARKE, KIMBERLYK Mrs. Sidko'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. Feal-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. Behavior's were addressed quickly, firmly and in a respectful manner. The lEtime 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: 10.05 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. Soko droutated the dassroom and answered questions regarding this problem. He admitted to the dass that about half did not knowwhat 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. Scko started his delivery by sharing where to start on the question of the day. In his delivery he used several different tadios to try to help see equivalent fractions. They discussed the identity property in math, and they discussed breaking down the word equivalent. Mr. Sidko 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. Sloko corrected class behaviors that were affecting other students. Some students were not with him Mr. Sloko 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 Teachersanalyzestudent learning.
Teachersthink systematically and critically about student learning in their desarcons and schools why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and class room effectiveness. They adapt their practice based on research and data to best meet the needs of students.

Not Looked For

Not looked for.

Developing

Recognizes the need to improve student learning in the dassroom.

Proficient

...and Provides ideas about what can be done to improve stůdent learning in the dassroom

Accomplished

and Thinks systematically and critically about learning in the dassicom why learning happens and what can be done to improve student achievement.

Distinguished

and Frovides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the dassroom and at the school level.

Not Demonstrated

Not demonstrated.

Element Vo. Teachers link professional growth to their professional goals
Teachers participate in continued, high quality professional development that reflects agobal view of educational practices; includes 21st century skills and knowledge, aligns with the State Exard of Education priorities; and meats the needs of students and their own professional growth.

Not Looked For

Not looked for.

Developing

Understands the importance of professional development.

Proficient

...and
Participates in professional development aligned with professional cross anals

Accomplished

...and Participates in professional development adivities aligned with goals and student needs. Distinguished

...and Applies and implements knowledge and knowedge and skills attained from professional development consistent with its intent. Not Demonstrated

Not demonstrated.

Element Vc Teachersfunction effectively in a complex, dynamic environment.

Understanding that drange 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.

Developing

Is inowledgeable 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

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

Distinguished

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

Not Demonstrated

Not demonstrated.

Comments

HCRNER CHADE I wonder if a video or reading Hershey Bar Mathwould help students? 10:45 Review. 10:45 After working with instructional delivery Mr. Scko 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. Scko 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 Mr. Soko and I met on the 29th and discussed his observation. Mr. Soko took feedback well, and is going to

Comments implement suggestions into his dassroom.

Conference Date 01/29/2017

Artifacts Rease enter observation artifacts and artifact comments below.

Artifact Comments

Attachment There are no attachments

Spio(Ballstatt			1
Sgn Off Status	Name	Sgn Off Date	Ĭ
Accepted	OHAD EHORNER	January 29, 2018 at 03:06 FM	

Post-Observation Conference - Teacher Adknowledgement #2

Rost-Observation Conference

Conference Date 01/29/2017

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

Comments implement suggestions into his dassroom

Post-Coservation Conference Notice

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Sgn Off Status	Name	Sgn Off Date
Accepted	JOEL BSICKO	January 29, 2018 at 03:06 FM

Document Obs#2 Adknowledgment Override

Document Advnowledgment Override

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