

Comprehensive Evaluation - Summative Evaluation Form

Teacher: Brad Kelly Folder #: 1000767
 Evaluator: Matt Johnson Folder #: 970268
 School Name: Eddyville Blakesburg Fremont Junior Senior High School
 Grade Level: High School Subjects: 7th Grade American History Year: 1 2 3

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

<ul style="list-style-type: none"> a. Maintains class website where he posts resources and weekly agendas for each of his classes. Regular maintenance of online grade book. Use of rubrics for student writing assignments. Numerous parent contacts for grades and behavior. b. Has served on the Junior Senior High School's technology committee. He has also served on the school's reading team during the 2012-2013 school year. Evidence that he differentiates instruction and follows IEP modifications and accommodations for special education students in his classes. c. See 1c in teaching portfolio. It describes how Mr. Kelly utilizes student reading levels in his classes.. d. See 1d in teaching portfolio. It describes how Mr. Kelly utilizes student achievement data to provide an equitable learning environment for students at different levels of performance.. e. <u>More Evidence Required.</u> <i>Expectations syllabus - explain how I holds students to it</i> f. Numerous contacts home for behavioral and academic concerns. Good News letters have been sent home to parents. Maintenance of class website and online grade book. g. Participation as a member of the school's reading team that has helped guide staff professional development in the area of how to improve reading comprehension for school year 2012-2013. Member of the school's technology team for the 2012-2013 school year. Numerous phone calls home, multiple parent meetings, and good news post cards sent home on a monthly basis. 	<p align="center">Circle one:</p> <p align="center">Meets Standard</p> <p align="center">Does Not Meet Standard</p>
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2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.**
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.**
- c. Relates ideas and information within and across content areas.**
- d. Understands and uses instructional strategies that are appropriate to the content area.**

<p>a. Classroom observation noting his ability to use different perspectives in how his students were learning about issues related to immigration. Classroom observations of teacher's sixth period class, demonstrated his use and understanding of key concepts, themes, and relationships in his lesson on Presidential Reconstruction under President Lincoln. Students were to create pro and con charts of Lincoln's plan and then were to construct posters related to the content.</p>	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
<p>b. Utilization of class handouts for all of his students. Use of video clips in instruction from various sources such as YouTube and DVDs.</p>	
<p>c. Teacher has demonstrated the ability to relate ideas and information within and across content. During classroom observations the instructor was observed to draw parallels between historical events and current events.</p>	
<p>d. Brad understands and uses instructional strategies that are appropriate to his content area. I have observed Brad use multiple strategies including lecture, class discussion, individual and group work, and class presentations. Brad requires students work with primary resource documents on a regular basis and challenges students to actually use information versus simply memorize dates and historical facts.</p>	

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

<p>a. Utilization of pre-assessments. More evidence required. Social studies SK.45 PRE-TEST</p> <p>b. Classroom observations of creating classroom norms/rules with his seventh period class. More evidence required. Show 7th per. class covenant - or class syllabus and expectations</p> <p>c. See artifact and rationale for 3c in teaching portfolio. It describes the use of a lesson in which students play at tic-tac-toe style review game. It is mentioned that it requires all students participate. Also, it taps into some of the student's interest in being competitive. This is an original lesson/review game that Mr. Kelly created from "scratch".</p> <p>d. Utilization of lecture, student performance, individual work, and group work. He utilizes lecture as well as student performances.</p> <p>e. Maintenance of class website, Promethean board usage, and multiple online resources utilized.</p>	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

<ul style="list-style-type: none"> a. See artifact and rationale for standard 4a in Mr. Kelly's teaching portfolio. The artifact is a lesson plan on the Montgomery Bus Boycott. The rationale describes how the lesson is aligned to the National Social Studies Standards as well as the Iowa Core. b. Utilization of the GRR framework for instruction. Utilization of partner reading, sentence framing, and read-write-pair-share. c. Utilizes accommodations and modifications required by students IEPs and 504 plans. See also the artifact and rationale for standard 4c in Mr. Kelly's teaching portfolio. The lesson plan demonstrates flexibility and responsiveness in adjusting instruction to meet student needs because it has a complete section which talks about diverse learners' needs and the types of accommodations and adaptations that can be made to the lesson. It also discusses extensions to enrich the activity for Talented and Gifted students. This lesson plan engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. This simulation promotes social learning in a collaborative task. It contains a variety of roles for students possessing a diverse set of learning needs. d. I have observed students work individually as well as in groups. Students engage in "real-world and relevant" activities centered on the content he is covering providing students with authentic opportunities to display their knowledge. e. See artifact and rationale for standard 4e in Mr. Kelly's teaching portfolio. The lesson connects to students prior knowledge in the instruction process, because students must draw from a reading and a primary source activity that was completed in a previous unit of study. f. Observations demonstrate that student laptops are utilized when possible. Frequent use of Promethean board. 	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

<ul style="list-style-type: none">a. See artifact and rationale for 5a in Mr. Kelly's teaching portfolio.b. Maintenance of class website, parent teacher conference logs, and maintenance of online grade book.c. <u>More evidence required. Want to see more formative assessment being used.</u>d. See artifact and rationale for 5d in Mr. Kelly's teaching portfolio.e. <u>More evidence required. Would like to see actual student essays with your feedback.</u>f. Has worked with other staff and building and district leadership in analysis of student progress. Brad has been part of staff development where we have reviewed and analyzed student data. He has worked with the JSH's reading team to review student reading levels and to improve the reading comprehension of all students.	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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↓ Essays from CIV:1 weekends

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

study Buddy
circle goals
lesson

<p>a. <u>More evidence required. Improvement has been noted in this standard, however, I want to see continued improvement through out the 2013-2014 school year.</u></p> <p>b. <u>More evidence required. How do you do this?</u> → study Buddy Social goals lesson</p> <p>c. Observations have shown that Mr. Kelly has done satisfactory job in communicating and modeling various classroom routines such as “study buddies” and “silent singles” that support high expectations for learning. Observations have also shown that he has bell work such as “thought jots” that students are familiar with.</p> <p>d. Observations have demonstrated bell-to-bell instruction. When the bell rings, he promptly begins class and moves forward on instruction. I have observed on numerous occasions his eighth period class engaged in academics up until the dismissal time.</p> <p>e. <u>More evidence required. Improvement has been noted in this standard, however, I want to see continued improvement through out the 2013-2014 school year. Do you have a classroom management plan?</u> - classroom management plan</p>	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.**
- b. Works collaboratively to improve professional practice and student learning.**
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.**
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.**

<p>a. <u>More evidence required. How can you demonstrate that you are doing this?</u></p> <p>b. Brad works collaboratively to improve professional practice and student learning. Brad has worked with members from the English Department as well as others from the Social Studies Department to improve reading instruction as well as to provide professional development for the rest of the staff centered on reading instruction. Brad has also worked with the other social studies instructors in his IDT to focus on improving instruction.</p> <p>c. Brad applies research, knowledge, and skills from professional development to improve practice. Brad has used his work with his IDT to improve his ability to deliver focus lessons and integrate technology into his instruction.</p> <p>d. <u>More evidence required. We will begin working on this in the Spring.</u></p>	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT. The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

<p>a. <u>More evidence required. I have observed this, but I need to see continued adherence through out the 2013-2014 school year.</u></p> <p>b. <u>More evidence required. I have observed this, but I need to see continued adherence through out the 2013-2014 school year.</u></p> <p>c. <u>More evidence required. I have observed this, but I need to see continued adherence through out the 2013-2014 school year.</u></p> <p>d. Brad demonstrates an understanding of and respect for all learners and staff. Through my conversations with Brad, I know he is deeply concerned with the success of all of his students. Brad understands the circumstances that many of his students come from and he is doing what he can to help them be successful. Brad attends all staff meetings on time and contributes in a positive manner.</p> <p>e. Brad collaborates with students, families, colleagues, and communities to enhance student learning. He accomplishes this primarily through the maintenance of his website and the use of Infinite Campus. He also participated in parent teacher conferences and had a good turn out from his parents. Brad has made numerous phone calls home to deal with challenging behavior and has sent letters home making parents aware of positive news. Brad could look for ways to collaborate with the community to enhance student learning. <i>Central guests speakers</i></p>	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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- The teacher is a first year Beginning Teacher.
- The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
- The teacher fails to meet the Iowa Teaching Standards.
- The teacher is being recommended for a third year before a license decision is made.*

Evaluator's Signature: _____ Date: _____

Evaluation Period: August 2012 to May 2013

Teacher's Signature: *Brad D. [Signature]* _____ Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher. This form will be available in the spring of 2003.