

Formative Assessment - Evaluation Report Form



Educator Name/Title: _____
Primary Evaluator-Name/Title: _____
Supervising Evaluator-Name/Title: _____
Schools: BPS New Mission Pilot
Evaluation Release Date: 1/6/2014 5:15:12 PM
Current Plan Date (or) Duration: 10/28/2013-5/15/2014 (199Days)
Current Plan:

<input checked="" type="checkbox"/> One Year Self-Directed	<input type="checkbox"/> Developing	<input type="checkbox"/> Directed Growth	<input type="checkbox"/> Improvement
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Professional Practice	
<p>In order to align my class with the Common Core, I will (1) develop and implement 4 vehicles that contain DOK 3 & 4 objectives and integrate writing and reading strategies of Humanities classes. To ensure students are prepared for this level of rigor and independence, I will (2) develop a daily lesson plan that follows the workshop model and is focused on skill and content development. I will (3) measure my progress by ensuring there are at least one form of daily assessment that ask DOK 3 & 4 level questions. I will (4) use these assessments to inform my instruction and if 80% of students do not pass with a 70% or higher, I will re-teach and then re-assess their learning.</p>	
<p>_____ has not met all aspects of this goal but made some progress.</p> <p>1. _____ did work with colleagues to design and administer an interdisciplinary vehicle. The rigor, though, was lacking. Students were asked to compare and contrast two "golden rules" from a variety of world religions. This task, comparing and contrasting two statements, is more aligned to level 2 than level 3 according to Webb's Depth of Knowledge chart.</p> <p>2. Mrs. _____ has yet to develop effective lesson plans that follow the workshop model (Artifact: "NH Announced Obs Lesson Plan"). The "Assessment" section is blank and the Do Now/Start Up exceeded an appropriate amount of time (it took 12 min.). This plan was loosely organized and resulted in the disarray described in the lesson observation. Because lessons have not been designed adequately, _____ has struggled with classroom management and providing a productive learning environment so that skill and content knowledge development is the focus.</p> <p>3. On each of my visits, I have yet to witness DOK 3 and 4 questions</p> <p>4. _____ has not made progress toward developing students close reading skills (Artifact: "NH Announced Obs Lesson Plan"). Up until her leave on 11/21, there is a lack of evidence suggesting she has designed lessons and activities to promote close reading skills nor data revealing student gains. In the lesson observed 11/13, students spent more time numbering paragraphs than practicing close reading. To my knowledge she has not assessed and retaught material in any systematic way.</p>	<p>-Some progress</p>

Student Learning	
<p>Based on the fact that New Mission students score lowest on the on the writing portion of the ELA MCAS, SAT Exam, and AP exams, the History Team goal is for 80% of all students to receive an advanced score on a DBQ Writing Assessment by April 2014.</p>	
<p>To my knowledge, _____ has made some progress toward this goal.</p> <p>1. Due to the lack of classroom management (see Announced Observatoin), _____ has been unable to adequately assign and assess analytical writing skills. In addition, the history team rubric has not been used when instructing satisfactory writing nor in assessing student work.</p> <p>2. She has completed one Mini-Q Project however, she has provided no evidence of lessons that address analytical writing.</p>	<p>-Some progress</p>

Rating On Each Standard

I. Curriculum, Planning and Assessment:

Exemplary	Proficient	<input checked="" type="checkbox"/> Needs Improvement	Unsatisfactory
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Rationale, evidence and feedback for improvement:

Mrs. Huggins requires improvement in this area, especially standards I-A-1, I-A-4,

1. Mrs. Huggins' subject matter knowledge in English Language Arts is lacking. She has struggled to define adequate learning objectives for students due to this lack of knowledge. In addition, she has been unable to design rigorous learning activities and provide in-depth explanations for students. Mrs. Huggins has not devoted the time and effort necessary to plan cohesive units to help students make progress in ELA. In the lesson observed 11/13 she overlooked two instances when she could have used a student's answer to deepen all students' understanding but did not due to a misunderstanding of the literary term "characterization." This prevented students from gaining a depth of knowledge beyond route definition.

2. Though Mrs. Huggins knew her lesson planning in the workshop model was an area of weakness, she made little progress towards this goal. The lesson plan (artifact) for her announced observation lacked a clear progression and an "assessment" section. This resulted in a lack of clarity for students and gaps in the lesson where disruptions occurred. This hampered students' ability to reach the objectives and made for a lack of clarity in the lesson. We have spoken about this observation and have a plan for moving forward in the future.

II. Teaching All Students:

Exemplary	Proficient	<input checked="" type="checkbox"/> Needs Improvement	Unsatisfactory
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Rationale, evidence and feedback for improvement:

Mrs. Huggins has struggled to meet this standards II-B-1 and II-C-2.

1. Mrs. Huggins has been inconsistent in using appropriate routines to manage behavior and create a safe and productive learning environment. The lesson observed 11/13 revealed a chaotic atmosphere where some rules were enforced and some not. Mrs. Huggins is aware of this issue and is working on developing better, more consistent routines and structures in the future. II-B-1.

2. Though she has used the Educator's Handbook (observation) to record and communicate student behavior, she was not consistent when using warnings and consequences in her lesson observed 11/13. Mrs. Huggins has failed to mediate conflicts between students, rather allowing them to persist unresolved. 2 students were teasing one another about their ethnic background. This persisted throughout the lesson. This creates a negative atmosphere, distracts other students, and frustrates the teacher.

III. Family and Community Engagement:

Exemplary	<input checked="" type="checkbox"/> Proficient	Needs Improvement	Unsatisfactory
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Rationale, evidence and feedback for improvement:

●●●●● has adequately met standard III-A-1 and III-C-1.

1. She has consistently used the ASPEN program to communicate student progress on assignments and assessments with students' families. III-A-1.

2. According to Educator's Handbook, Mr. ●●●●● has frequently called or emailed families to discuss progress and behavioral issues. III-C-1.

Both observations justify this claim.

IV. Professional Culture:

Exemplary	Proficient	<input checked="" type="checkbox"/> Needs Improvement	Unsatisfactory
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Rationale, evidence and feedback for improvement:

●●●●● has met standard IV-D-1 but has struggled to meet IV-F-1 and 2.

1. ●●●●● has been a productive member of the Special Education and grade 10 cluster teams. She has met her obligations in timely and effective ways - see artifact: "Special Education Team Review." As evidenced in her Professional Culture observatoin, she has assisted colleagues in improving student outcomes by using her knowledge of special needs to help another teacher through a behavioral issue with a student. IV-D-1

2. ●●●●● has missed only two days. However, on 11/21 she left the classroom in the middle of a lesson due to her frustration, exhibiting poor judgement. The Professional Responsibility observation reflects this and provides more detail regarding the incident.

Overall Performance Rating

Unsatisfactory	<input checked="" type="checkbox"/> Needs Improvement	Proficient	Exemplary
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Evaluator Comments:

The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Educators must be rated Proficient or Exemplary in Standard I: Curriculum, Planning, and Assessment and Standard II: Teaching All Students to be eligible for an overall Proficient rating.

DIRECTED GROWTH or IMPROVEMENT PLANS: This section shall be completed ONLY for those educators who received an overall rating of "Needs Improvement" or "Unsatisfactory". For each Standard rated "Unsatisfactory" the evaluator shall list the indicator(s) and or sub indicator(s), state the problem(s), state evidence / description of the problem(s) and the associated prescription(s).

The educator shall have the opportunity to respond in writing to the formative assessment as per 603 CMR 35.06(5)(c) on the Educator Response Form.

Prescriptions

I. Curriculum, Planning and Assessment

Indicator:	I-A. Curriculum and Planning
Problem Statement:	See rationale.
Evidence Statement:	See rationale.
Prescription Statement:	In order to make progress, [redacted] must: 1. Use the workshop model template to write and submit lessons for every ELA and History class until further notice. These are expected at least one week prior to teaching said lessons 2. Review and discuss feedback on lesson plans with immediate supervisor who will provide verbal or written feedback. [redacted] should make recommended changes when applicable. 3. Observe at least one lesson each week with immediate supervisor of a teacher executing the workshop model and debrief strategies to use the model in [redacted] classroom. 4. Review district resources here http://boston.schoolwires.net/Page/285 to identify ways to efficiently and consistently plan effective lessons.

II. Teaching All Students

Indicator:	II-B. Learning Environment
Problem Statement:	See rationale.
Evidence Statement:	See rationale.
Prescription Statement:	In order to improve in this area, [redacted] must 1. Write a classroom management plan and submit this to her supervisor for review whereupon the supervisor will provide written and verbal feedback. 2. Develop structures that will allow for a structured classroom grounded in useful and appropriate routines and an easy-to-use system (ARCH, SLANT, etc.). 3. Develop a re-entry plan that will communicate with families and students here intentions for a productive second-half of the year. 4. Continue using Educators Handbook to document behavior, both positive and negative. In addition, [redacted] must communicate with the Dean of Students to address any conflicts between students in a timely and effective way. She should keep her supervisor informed through weekly check-ins to review student behavior.

IV. Professional Culture

Indicator:	IV-F. Professional Responsibilities
Problem Statement:	See rationale.
Evidence Statement:	See rationale.
Prescription Statement:	In order to improve in this area, [redacted] must 1. Always carry out her professional responsibilities as a classroom teacher, never leaving students unsupervised.

<p>Prescription Statement:</p>	<p>2. Consistently communicate her frustrations and challenges, especially when they are affecting the classroom climate and student learning.</p> <p>3. 2-3 times a week, discuss with her supervisor and administration her progress in re-entering the classroom. It is expected that she be honest and clear about her experience in the classroom so that administration may intervene before the classroom atmosphere becomes negative and unsafe.</p>
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Educator Response Form

Educator Name/Title: [Redacted]
Primary Evaluator-Name/Title: [Redacted]
Supervising Evaluator-Name/Title: [Redacted]
Schools: BPS New Mission Pilot
Response to: (Check all that apply) Self-Directed-5/15/2014 12:00:00 AM

<p>EducatorResponse Attach additional pages as needed</p>
Empty space for additional pages

Signature of Evaluator: [Redacted] **Signature Date:** [Redacted]
Electronic Signature of Evaluator: Naia Wilson **Electronic Signature Date:** 1/6/2014 5:15:12 PM
Signature of Educator: [Redacted] **Signature Date:** [Redacted]
Electronic Signature of Educator: Natasha **Electronic Signature Date:** 1/9/2014 8:53:23 AM
Attachments Included (Yes) / (No)

Observation Evidence and Feedback Form

Educator:
Evaluator Name: Kevin Dean (X03727)
Observation Date: 03/26/2014
Start Time: 10:14 AM

Class: Full-Class Observation - Block A
Observation Release Date:
Observation Type: Unannounced
End Time: 11:18 AM

Tags: I-A-4. Well-Structured Lessons, II-A-2. Student Engagement

Evidence	Feedback
<p>Class Structure:</p> <p>Warm-up: 20 minutes (30% of class); Notes: 18 min. (28% of class); Independent practice: 28 min. (42% of class)</p> <p>Objective: Identify and explain persuasive techniques as demonstrated by their ability to label various advertisements</p>	<p>I have identified a number of issues with [redacted] structure:</p> <ul style="list-style-type: none"> • A long warm-up and review of warm-up (only 5 vocabulary questions were being addressed) • An extensive note-taking session with students copying from the board (perhaps due in part to paper shortages) • A lack of modelling • A review process involving student-to-teacher interaction yet not requiring engagement of non-participants • Insufficient checks for understanding <p>Of these observations, the lengthy warm-up and the independent practice could use the most improvement. A warm-up should be brief, to the point, and help introduce students to the day's objective via accessing prior knowledge. A key component of vocabulary exercise is for students to complete this in a focused and efficient way. At 20 minutes, this was a very long warm-up exercise for 5 vocabulary word sentences. This was in part due to a number of students not working on task but also was a result of the long review session. To be effective, the expectations must be raised around what conduct is appropriate for this exercise and the time limit (a countdown on the board) be enforced with consequences. [redacted] should consider closing the class with the vocabulary quiz to ensure it is concise.</p> <p>When introducing the content, [redacted] should use a warm-up connected to previous learning, students' interests or lives, or another engaging way, to help students access the content/skill (identifying persuasive techniques).</p> <p>The final element, relates to the number of examples used in the independent practice (10). [redacted] adjusted the wait time (from 1 min. to :30 seconds), making it more difficult for all students to fully consider the advertisements, refer to their notes, and make a sound judgment. A more effective review technique would be to quickly cold call and have a student/students at the board tally the categories attributed to each ad then review the controversies at the end; hand out 2-3 advertisements to small groups, have them analyze w/a guide or graphic org, then present the analysis to the class; have all students collectively respond with a thumb's up/down then think-pair-share disagreements. I feel these all would have engaged students in the review and helped each understand where they were analyzing well and where they were not, and would have allowed [redacted] to complete a final check for understanding before assigning the homework, ensuring students were ready to complete this assignment well.</p> <p>Also, I feel it was necessary for [redacted] to model the skill and process he wanted students to employ instead of jumping right into the exercise. Though he may have intended this, I wonder to what extent the pacing and timing of the lesson was to blame for shortening the wait time</p>

originally planned for the students to analyze the ads.

Tags: I-B-1. Variety of Assessment Methods, II-A-2. Student Engagement, II-B-2. Collaborative Learning Environment, I-A-4. Well-Structured Lessons

Evidence	Feedback
<p>●●●● conducted two teacher-centered review sessions during this class. The first was after the vocabulary warm-up. The second was after the independent practice/classwork session where students identified the persuasive techniques employed in 10 examples of advertising.</p>	<p>There are a variety of ways to be proactive in the planning stages to harness a social and vocal group of students. Especially when reviewing, ●●●● should consider putting more of the lesson in students' hands via peer-to-peer review structures. These will</p> <ul style="list-style-type: none"> • Involve all students in verbalizing their learning • Help all students learn from one another instead of receiving feedback only from the teacher • Help students hold one another accountable for learning so it is not always coming only from the teacher • Harness student energy in positive ways that increase learning <p>Using strategic student grouping will help engage students, keep them involved, and shift the direction to peers and themselves.</p> <p>These will free ●●●● up to circulate and see areas of particular concern then readjust his instruction to clear up whole-class misunderstandings instead of drawing conclusions only from a handful of student volunteers.</p> <p>See the following resource for an overview and some easy-to-apply practices:</p> <p>http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx</p>

Tags: II-A-1. Quality of Effort and Work, II-A-2. Student Engagement, II-C-2. Maintains Respectful Environment, II-D-3. Access to Knowledge

Evidence	Feedback
<p>There was a significant amount of off-topic student talking in class today. Frequently, when ●●●● paused for student volunteers, explained a vocabulary word or persuasive technique, or read an example of the technique, students would hold distracting side conversations. This mostly occurred on the right side of the room if one was facing the projected PowerPoint. In addition, students frequently shouted out answers, questions, and comments, at times over ●●●●'s voice, further creating a rather chaotic environment, requiring ●●●● to frequently redirect students, clarify his directions, and speak over student voices.</p>	<p>This was surprising considering this is an Honors class. The most obvious consequences are student learning loss (those talking and those not) and ●●●● having to repeat and clarify himself frequently, therefore slowing the lesson and weakening student engagement. For next year, it is essential to establish routines, rules, consequences, and procedures in order to manage these disruptive and distracting behaviors. Though it is late in the school year, it is important to address these now and to do so effectively. With persistent disruptions, 1-1 conversations are necessary as are reports to Educator's Handbook. However, for Educator's Handbook to be effective, it is recommended that you follow up with a weekly conference with students struggling to meet expectations. In addition, to fashion classroom expectations and rules <i>in collaboration with</i> students to help foster a common understanding of appropriate behavior and <i>why</i>. In addition, a behavior management model should be employed to help students learn how best to self-direct their own learning, not relying on the teacher to keep them on task and focused.</p>

Additional Information:

Observation Evidence and Feedback Form

Educator: [Redacted]
Evaluator Name: [Redacted]
Observation Date: 10/25/2013
Start Time: 10:14 AM

Class: English 10
Observation Release Date: 11/6/2013
Observation Type: Announced
End Time: 11:20 AM

Tags: I-A-4. Well-Structured Lessons, I-B-1. Variety of Assessment Methods	
Evidence	Feedback
<p> [Redacted] submitted a lesson plan outlining clear objectives, a sequence rooted in the workshop model, and a variety of assessment methods. This included a vocabulary quiz to begin class, a critical reading of two passages with specific questions to answer, and a group presentation of the work for classmates to copy. </p>	<p> Your vocabulary quiz and review stretched into the time you planned for introducing the main activity (critical reading) - 10:14-10:35. Consider eliminating the unfocused pre-quiz study time by distributing quizzes at the door and settling students right away. Also, with the quiz review, consider structuring this so as to increase the efficiency and value by having students justify their answers, co-correct quizzes, or revisit the words in an exit-ticket. </p> <p> A concise presentation rubric would also focus your expectations for students and lend clarity to the primary skills you emphasized verbally. </p>

Tags: II-D-1. Clear Expectations	
Evidence	Feedback
<p> [Redacted] circulated throughout the lesson, engaging students in small groups and announcing clarifying directions when necessary. </p>	<p> Could you have predicted where students would be confused, especially considering their trouble with conflict/climax and characterizing the main character in a negative way? </p> <p> The poster on the board was a good addition in helping students understand expectations. </p> <p> When you pause student work, be sure to get all students' attention, clearly state the important information, and check for understanding before moving on. </p>

Tags: II-A-3. Meeting Diverse Needs, II-D-3. Access to Knowledge	
Evidence	Feedback
<p> [Redacted] supported struggling students and students with IEPs by pairing stronger/weaker students together and providing shorter, more accessible excerpts to certain students. In addition, he selected longer, more dense passages for students requiring a challenge. </p>	<p> Great job here. How did this affect the final product? Be sure to track this data to inform future approaches and strategies. </p>

Tags: II-D-2. High Expectations	
Evidence	Feedback
<p> [Redacted] used verbal motivation during the vocabulary quiz to maintain high expectations and encourage student effort - "Don't skip anything." "Process of elimination." "I mentioned this yesterday" (in relation to a quiz question) and later, "If </p>	<p> Consider also using positive reinforcement throughout the lesson to motivate students through the activity, </p>

you're not ready to present you'll be behind."

Identify students meeting/exceeding expectations, and create student buy-in.

Additional Information:

Comments:

No comments yet.

Observation Evidence and Feedback Form

Educator:
Evaluator Name: Kevin Dean (X03727)
Observation Date: 01/17/2014
Start Time: 10:55 AM

Class: Grade-level/Content Team Participation
Observation Release Date: 1/19/2014
Observation Type: Unannounced
End Time: 11:56 AM

Tags: IV-B-1. Professional Learning and Growth, IV-C-1. Professional Collaboration, IV-F-2. Reliability & Responsibility

Evidence	Feedback
<p>This year, ●. ●● has made a concerted effort to be more involved in the management and direction of New Mission High School. He has taken on a leadership role as coordinator of the 10th grade team. His work here, as documented by the artifact "Grade-level Meeting Agenda," has been proficient. ●. ●● prepares agendas well ahead of time and sends these to team members via Google Drive in order for all to be involved in discussions and problem-solving during the meeting. He then writes notes and action items and resends the agenda.</p> <p>●. ●● runs efficient meetings, rarely straying from administration-determined objectives. He has overseen and coordinated the completion of Special Education paperwork, identified students of concern and communicated with the Student Support Team, coordinated college tours and community service, parent/guardian visits, and more. He is professional and easy to talk to and closely follows the agenda.</p>	<p>●. ●● should continue his leadership with the grade 10 team. One suggestion, should time allow, is for ●●●● to work to explore instruction and classroom management, from problems to best practices, across the 10th grade. By posing a question or problem for teachers to consider on the days preceding the lesson may make for a robust and grounded conversation around instruction. Often, teachers are experiencing similar issues with the same students and this may be a way to explore what is working and what is not, using collective knowledge to solve difficult problems.</p>

Tags: IV-C-1. Professional Collaboration, IV-E-1. Shared Responsibility, IV-D-1. Decision-Making

Evidence	Feedback
<p>●●●● has been a reliable and productive member of the English team this year. He is on time to meetings, prepared, and focused. He has brought student work when required and contributed to discussions around the team's determination of goals for the cycle of inquiry. He provides thoughtful commentary and participates actively in content team meetings. Finally, ●●●● has participated in the lesson study portion of the cycle of inquiry even inviting administration to record and share the lesson with the team.</p> <p>Finally, ●. ●● has complied with department and school-wide instructional initiatives around designing and administering SAT-style assessments. He has uploaded a number of these as artifacts.</p>	<p>●●●● focus and active participation are appreciated and valued. He should keep up the good work.</p>

Observation Evidence and Feedback Form

Educator: _____
Evaluator Name: Kevin Dean (X03727)
Observation Date: 01/17/2014
Start Time: 9:40 AM

Class: Educator's Handbook
Observation Release Date: 1/19/2014
Observation Type: Announced
End Time: 10:40 AM

Tags: IV-A-1. Reflective Practice, IV-E-1. Shared Responsibility, III-C-1. Two-Way Communication	
Evidence	Feedback
<p>●●● has done an excellent job using Educator's Handbook to track student behavior concerns and communicate them with the Dean of Students. He has written 103 incidents, the fourth most at New Mission. In addition, he has frequently noted that he has called, emailed, and/or met with the parent/guardian of students for whom frequent disruptions and poor behavior is common. His write-ups are clear and concise, allowing the Dean of Students to efficiently address issues with little confusion. The most frequent offenses are cell phone/electronics violations (23%) and class disruptions (17%) followed by threat/harassment (15%). 90% of these have occurred in English class with 62% taking class during individual work.</p>	<p>●●● should continue documenting student behavior in the Educator's Handbook. ●●● should frequently analyze and reflect upon this data. He should then use it to adjust his practice, especially around communicating standards for cell phone usage and class disruptions. It is suggested that he consult with other 10th grade teachers around these problems. As 10th grade cluster leader, he is in an excellent position to show leadership around this issue. In addition, ●●● should review his lesson plans' individual work and the structures used there to see if there is room for improvement, proactively helping students stay focused and on task.</p>

Additional Information:

Comments:

No comments yet.