

# Sample of Satisfactory Documentation of Unsatisfactory Teacher Performance

## DELAWARE PERFORMANCE APPRAISAL SYSTEM II FORMATIVE FEEDBACK FORM FOR TEACHERS

(Components One, Two, Three, and Four)

Teacher Mrs. Tutor Evaluator Mr. Trayner

School Delaware High School Date of Conference November 8, 2011

Grade(s) 9-12 Subject Area(s) Observed Psychology

Observation Date and Time: November 15, 2011, Block 4

Observation Type: Announced  Unannounced

Novice Teacher  OR Experienced Teacher

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### DESCRIPTION OF LESSON:

Description of the lesson's

- **Purpose:**
  - The purpose for this unit is for students to understand behavioral theory and the concepts of classical conditioning, operant conditioning, and modeling. The purpose of this lesson is for students to understand classical conditioning.
- **Link to content standards, GLEs, and/or KUDs:**
  - There are no state content standards for this course (an elective).
  - Mrs. Tutor did not provide evidence of KUDs for this lesson or unit.
- **Sequence within the instructional unit:**
  - This is the first lesson in the unit. Mrs. Tutor anticipates four additional lessons in this unit.
  - At the time of the preconference Mrs. Tutor had not yet documented the subsequent lessons.
- **Expectations for student outcomes:**
  - During the preconference Mrs. Tutor explained expectation for student outcomes was, "To get the students as far into this chapter of the text as possible and to have them be able to name at least two things they learned that day."
  - Mrs. Tutor did not provide evidence of KUDs for this lesson or unit.
- **Major activities:**
  - Students wrote unit EQ in their notebooks: "How do behaviorists explain learning?"
  - KWL activity – pairs of students
  - Students read silently from the text
  - Small group discussion about the reading using end of chapter questions
  - Whole class discussion about the reading and end of chapter questions
  - Exit ticket question: What two things did you learn in class today?

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### COMPONENT 1: PLANNING AND PREPARATION

**1a. Selecting Instructional Goals:** Teacher selects instructional goals that are aligned with the Delaware content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

**Evidence:**

- There are no state content standards for this course.
- Mrs. Tutor was not able to produce KUDs for this lesson or unit.
- During the pre-observation conference Mrs. Tutor explained her course outline "follows the text."
- After pre-observation conference, Mrs. Tutor reflected on pre-observation conversation and emailed an overview of the lesson sequence for this unit.
- During the post-observation further clarification was sought about Mrs. Tutor's planning process.
  - Mrs. Tutor stated, "My goal is for them to get whatever is important to them out of this class. This is an elective so it really doesn't matter if they master the content. I just want to expose them to the field of psychology."
  - When asked if she typically develops formal lesson plans, Mrs. Tutor replied, "No, I just follow the text and teacher's guide. I have been doing this a long time so I can adjust on the fly."

**1b. Designing Coherent Instruction:** Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.

**Evidence:**

- During post-observation conference Mrs. Tutor said she relies on the textbook and teacher's guide.
- This criterion was not observed due to lack of formal lesson plans.

**1c. Demonstrating Knowledge of Content and Pedagogy:** Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.

**Evidence:**

- During the pre-observation conference Mrs. Tutor explained
  - She holds a bachelor's degree in psychology
  - She participates in LFS training and uses LFS strategies during instruction
  - This course does not have a state or district curriculum because there are no state content standards
  - She does not link course content to other content areas because it is "just an elective"

**1d. Demonstrating Knowledge of Students:** Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.

**Evidence:**

- On pre-observation form, Mrs. Tutor stated, "I am not having any challenges with this class."
- During pre-observation conference when asked how she differentiated her lessons to meet individual student needs, Mrs. Tutor stated,
  - "I have one student on an IEP and he is permitted to read the chapters on the computer using Kurzweil software"
  - "Grouping for small group discussions is planned based on student behavior and engagement levels. I don't like to put a quiet student with high energy students"

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because if I do that then the quiet student won't interact. I don't group multiple low level students together because they won't have good discussions."

**1e. Designing Student Assessments:** Teacher creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The teacher plans for the use of formative and summative assessments of the teacher's students.

**Evidence:**

- Mrs. Tutor reported that she uses responses to discussion questions and exit tickets to see if students are "catching on or confused."
- Mrs. Tutor did not provide written evidence of rubrics, projects, or other methods of assessing student knowledge.
- During the post-observation conference Mrs. Tutor stated,
  - "I use the tests in the teacher's guide for the end of unit assessments."
  - "I should probably use written assignments more often to make sure that students are getting the main points and make sure they are learning the material before they take the unit test. Just because we talked about it doesn't mean they learned it."

### **Component 1 Post-observation Conference Summary:**

As discussed, Mrs. Tutor's planning and preparation for this course is not sufficient. Mrs. Tutor is expected to formally plan and document units, lessons, and assessments for this course. Mrs. Tutor will investigate natural connections between this course and other content area standards such as ELA, science, and social studies. She will then use that information when creating formal lesson plans for this course.

## COMPONENT 2: CLASSROOM ENVIRONMENT

**2a. Managing Classroom Procedures:** Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.

**Evidence:**

- Mrs. Tutor has the daily routine for classroom procedures posted as follows:
  - Daily introduction to the lesson
  - KWL pairs
  - Silent reading
  - Small group discussion
  - Whole class discussion
  - Exit ticket
- During small group work the evaluator asked two students, "Are expectations clear? How do you know what you are supposed to be doing?"
  - Student comment: "We do the same thing every day. At least the material is interesting."
  - Student comment: "Yea, we definitely know what to do. It's the same thing every day. Boring!"
  - Mrs. Tutor gave verbal five and two minute warnings before each transition.
- Students were engaged and on task throughout the observation.
  - Student comment: "Mrs. Tutor is pretty cool as long as we don't act up and we participate in the discussions."

**2b. Managing Student Behavior:** Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.

**Evidence:**

- During the pre-observation conference Mrs. Tutor said her behavioral expectations are
  - Be on time
  - Engage
  - Be respectful

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## DELAWARE PERFORMANCE APPRAISAL SYSTEM II FORMATIVE FEEDBACK FORM FOR TEACHERS

### (Components One, Two, Three, and Four)

- Mrs. Tutor circulated through the room to monitor student conduct.
- Mrs. Tutor redirected two small group student conversations that were off topic
- Mrs. Tutor quietly addressed six individual student questions during silent reading without interrupting other students

**2c. Creating an Environment to Support Learning:** Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

**Evidence:**

- Discussion norms are posted on two walls within the classroom
- Students followed the discussion norms posted. For example,
  - Students listened to one another
  - Students did not interrupt one another
  - No sidebar conversations were observed

**2d. Organizing Physical Space:** Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.

**Evidence:**

- Students' desks were arranged in groups of four to accommodate paired and small group student discussions.
- The student who uses a computer for silent reading is seated near the classroom computer bank.
- Classroom discussion rules and daily routines were posted so they were visible to all students

### **Component 2 Post-observation Conference Summary:**

As discussed, classroom environment is positive, respectful, and highly organized; however, adherence to the same daily routine without variation is likely having a negative impact on student motivation and learning. Mrs. Tutor acknowledged that she is also bored with the daily routine and needs to find ways to make learning more interesting.

## COMPONENT 3: INSTRUCTION

**3a. Engaging Students in Learning:** Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

**Evidence:**

- Students were given 30 minutes to read the chapter.
  - Students who finished reading early were instructed to preview the chapter questions and start formulating their discussion points.
  - Three students were unable to finish reading the chapter
- Content was solely driven by the text and teacher's manual

**3b. Demonstrating Flexibility and Responsiveness:** Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

**Evidence:**

- One student read on the computer using Kurzweil software and headphones.
- Students who did not volunteer for discussion were engaged by Mrs. Tutor.
  - "Lamar, you haven't had the opportunity to provide input. What do you think?"
  - "Ashley, what was your group's answer to question 2?"

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**3c. Communicating Clearly and Accurately:** Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.

**Evidence:**

- This criterion was not observed.

**3d. Using Questioning and Discussion Techniques:** Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

**Evidence:**

- All students participated in the discussion (see evidence for criterion 3b.)
- Mrs. Tutor probed for deeper understanding during discussions.
  - "Why do you think that is?"
  - "Do you think that is always the case?"..."Okay, so what would happen in that situation?"
  - "How did you arrive at your conclusion?"
  - "Who can give an example of what Gordon just stated?"
- During the post-observation conference Mrs. Tutor said, "I try to give them higher level questions to peak their curiosity and deepen their understanding."

**3e. Using Assessment in Instruction:** Teacher makes the criteria of the assessment known to the students, monitors the students' progress, provides descriptive feedback, promotes student self-assessment, and uses data to plan future instruction.

**Evidence:**

- Mrs. Tutor reported that she uses responses to discussion questions and exit tickets to see if students are "catching on or confused."
- Students stated,
  - "We always know we have to answer the end of chapter questions in class. As long as we participate in the discussion about them we are good to go."
  - "Test questions come from the chapter questions. As long as you come to class and listen to the discussions you can pretty much ace the tests."
- There was no observable evidence of rubrics, projects, or other methods of assessing student knowledge.
- During the post-observation conference Mrs. Tutor stated,
  - "I use the tests in the teacher's guide for the end of unit assessments."
  - "I should probably use written assignments more often to make sure that students are getting the main points and make sure they are learning the material before they take the unit test. Just because we talked about it doesn't mean they learned it."

### **Component 3 Post-observation Conference Summary:**

As discussed, lack of formal planning and preparation are negatively affecting instructional quality and student learning. Mrs. Tutor stated, "Now that I see what I am doing I know I need to do a better job of planning my lessons and assessments. The kids are bored and so am I. I need to rethink this whole course."

## COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

**4a. Communicating with Families:** Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two-way communication with families about student progress, behavior, and personal needs or concerns.

**Evidence:**

- During pre-observation conference, Mrs. Tutor provided a log of parents she had contacted including reason for contact and method of contact.
  - Contacts were made for positive and negative student behaviors
  - Contacts were made to inform parents of upcoming tests
  - The majority of contacts were made through email

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**4b. Recording student data in a Student Record System:** Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

**Evidence:**

- Mrs. Tutor enters attendance and grades in eSchoolPlus on time
- Personal information for students is kept in a locked file cabinet and is well organized
- During the pre-observation conference Mrs. Tutor provided appropriate evidence that she had notified the school nurse and guidance counselor of student health and mental health concerns.

**4c. Growing and Developing Professionally:** Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.

**Evidence:**

- During pre-observation Mrs. Tutor stated she would like to be a member of a PLC
- Mrs. Tutor regularly attends school-wide LFS training sessions
- During the post-observation conference Mrs. Tutor requested planning and preparation assistance from an instructional coach

**4d. Reflecting on Professional Practice:** Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

**Evidence:**

- During post-observation discussions Mrs. Tutor made several accurate statements about how she can improve her practice.
  - “I should probably use written assignments more often to make sure that students are getting the main points and make sure they are learning the material before they take the unit test. Just because we talked about it doesn’t mean they learned it.”
  - “Now that I see what I am doing I know I need to do a better job of planning my lessons and assessments. The kids are bored and so am I. I need to rethink this whole course.”
  - Mrs. Tutor requested planning and preparation assistance from an instructional coach.

### **Component 4 Discussion of Progress:**

As discussed, Mrs. Tutor takes her professional responsibilities seriously and her commitment is evidenced by her timely and dependable record keeping and communication with parents.

Mrs. Tutor has requested planning and preparation assistance from an instructional coach and the ability to participate in a PLC. Mr. Traynor will work with district office to obtain instructional coach assistance. Mr. Traynor will also ensure that Mrs. Tutor is assigned to a PLC.

**Sample of Satisfactory Documentation of Unsatisfactory Teacher Performance**  
**DELAWARE PERFORMANCE APPRAISAL SYSTEM II**  
**FORMATIVE FEEDBACK FORM**  
**FOR TEACHERS**  
**(Components One, Two, Three, and Four)**

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**PERFORMANCE SUMMARY**

**PERFORMANCE IS UNSATISFACTORY** *A. Tutor* *B. G. Traynor*

An Improvement Plan shall be developed if a teacher's overall performance during an observed lesson is unsatisfactory as a result of unsatisfactory performance in any one or more component areas. This unsatisfactory performance shall be noted by the evaluator on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

**Summary of Commendations/Expectations/Recommended Area(s) of Growth:**

A formal improvement plan will be established for Mrs. Tutor related to planning and preparing effective instruction and assessment of student learning. This plan will be jointly created within the next five days.

Mrs. Tutor's planning and preparation for the course is not sufficient. Mrs. Tutor is expected to formally plan and document units, lessons, and assessments for this course. Mrs. Tutor will investigate natural connections between this course and other content area standards such as ELA, science, and social studies. She will then use that information when creating formal lesson plans for this course.

Mrs. Tutor has requested planning and preparation assistance from an instructional coach and the ability to participate in a PLC. Both opportunities will be discussed and planned through the improvement planning process.

**Additional Evaluator Feedback:**

Mrs. Tutor's classroom is positive, respectful, and highly organized.

Mrs. Tutor's commitment to her professional responsibilities, including parent communication and record keeping, is greatly appreciated.

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**SIGNATURES**

The teacher and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Teacher's Signature *Ann E. Tutor* Date: *11/15/2011*

Evaluator's Signature *Ben G. Traynor* Date: *Nov. 15, 2011*

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A teacher may challenge the conclusions of a lesson observation if "PERFORMANCE IS UNSATISFACTORY" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in **writing** within **fifteen (15) working days** of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.