

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

Teacher Mrs. Master Evaluator Mrs. Dean

School Delaware Middle School Date of Conference November 13, 2011

Grade(s) 8 Subject Area(s) Observed ELA

Observation Date and Time: January 12, 2012 Period 2

Observation Type: Announced Unannounced

Novice Teacher OR Experienced Teacher

DESCRIPTION OF LESSON:

Description of the lesson's

- **Purpose:**
 - The purpose of this unit is for the students to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **Link to content standards, GLEs, and/or KUDs:**
 - This lesson addresses Standard One in ELA – Reading Literacy
 - Mrs. Master's lesson plan follows the KUDs included in the District and Department 8th grade ELA curriculum (Understand how to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.)
 - The observed lesson followed written plans that addressed the standards and KUDs.
- **Sequence within the instructional unit:**
 - This is the third lesson in this unit.
 - Prior lessons introduced concepts of textual evidence and inferences
 - Subsequent lessons extend student learning and provide additional practice citing textual evidence, making inferences, and defending inferences using a variety of texts
- **Expectations for student outcomes:**
 - Mrs. Master expects each of the students to:
 - Make inferences regarding textual reading
 - Make, test and revise predictions as they read
 - Differentiate between weak and strong textual support
- **Major activities:**
 - Students completed opening exercise to recall prior knowledge from two previous lessons
 - Students completed a reading assignment in small groups utilizing the following strategies:
 - Reread the text to clarify
 - Made and revised predictions through reading journals and reflective questioning
 - Made connections and responded to the text they were reading

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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:

- This course follows the ELA Common Core Standards, as implemented state-wide.
 - Mrs. Master participates in weekly PLCs with grade level and department colleagues to ensure alignment of her lessons and units to the District and State Curricula.
 - During the post observation conference, Mrs. Master shared her planning materials, including lessons, curriculum maps, and pacing charts.
 - All materials were directly linked to 8th grade ELA standards and KUDs.
 - Links to standards and KUDs were explicitly stated in lesson plan documents.

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:

- The observed lesson followed the lesson plan.
- Both the plan and the observed lesson included student closure and reflection activities.
 - Mrs. Master closed the lesson with journal reflection activity.
 - Reflections were based on group work written response to the essential question.
- At the start of each activity students were provided written copies of information displayed on the Smart Board.
 - Approximately half of the students used the handouts for note taking.
- During the post observation conference Mrs. Master shared grouping strategies for the student groups that worked together during the lesson.
 - Students were grouped diversely, based on their most recent performance on 2 formative assessments of the material to be covered.

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 observation Mrs. Master helped students see the connections between what they learned previously and what they will be learning. She made connections to the previous lessons in this class through statements such as,
 - "As you recall, we talked about the importance of predictions in reading..."
 - "Think back to yesterday's work on seeking evidence. Now read paragraph two. What evidence has the writer given us that will help us make inferences?"

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:

- During the Post Observation conference Mrs. Master provided her copy of her lesson plan, which included a column next to the activities used in the lesson. This column contained individual student's names and anecdotal notes that would guide her in the instructional practice. For example:
 - Jim C-Has a passion for working with mechanics, mostly small motorcycles. Reads a lot of non-fiction manual type material

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- Kendra M-Is a competitive ice skater and loves to read fiction. Very inquisitive reader/makes solid predictions and naturally reflects on them.
- Carl S-Scored low on both his ELA DCAS (2A) and MAP reading. Uses strategies that fit his comfort level (post its, selective highlighting or underlining- still learning to edit his highlighting and underlining.)
- During the observation, Mrs. Master monitored the students' participation in the group activity by keeping track of their participation level and marking it periodically in her notes.

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:

- During post observation conference Mrs. Master shared the work that she and her PLC have done with the formative assessments for this unit, as well as the work they are doing to align the acquisition lesson plans to LFS.
 - Assessments were aligned to state standards and district KUDs.

Component 1 Post-observation Conference Summary:

Mrs. Master, although a novice teacher, demonstrates knowledge of instructional planning. Instructional goals are appropriate and aligned to state standards and district curriculum. As shared in the conference, she is a reflective teacher that monitors and adjusts her instructional practice to address student needs. She demonstrated both in the observation and in the post observation conference, her knowledge of the content and pedagogy by designing a lesson that was coherent and thorough, while affording the students the opportunity to consistently engage in higher order thinking.

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. Master has the daily routines for her classroom procedures posted as follows:
 - Daily Warm-up Activity
 - Introduction of the Essential Question
 - Reflection Journal Entry
 - Activities and Group Work
 - Reflection on Day's Activities and/or Group Work
 - Where do we go from here – Closing Journal
 - Silent Reading in between each step, as appropriate. Visit the Class Library
- Transitions between activities were smooth and contained purpose:
 - As the students moved from the warm up, which included a review from yesterday's lesson and introduction to today's lesson, the students were asked to read the EQ prior to moving to their groups and as they moved, THINK about what was being asked.
 - As the students were moved from the group work back to their individual seats (some movement of furniture was required), they were asked to THINK about their participation in the group work prior to having to reflect in their journals.
- Students were engaged and on task throughout the observation.
 - One Student commented, "This class is really great, it goes so fast and we never stop thinking, even if we think we have the answer, we have to think about why it's the right answer."

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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 post-observation conference Mrs. Master stated that her behavioral expectations follow the school's PBS mantra:
 - Be Here
 - Be Ready
 - Be Accountable
 - Be Respectful
- During the lesson, Mrs. Master referenced the expectation "Be Accountable" when she was following up with a student response to a question of inferences. Mrs. Master asked the student to provide contextual evidence for his response, referring to be accountable as a means of supporting his answer.

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:

- Student work was displayed in various locations around the room.
 - When a student was asked about the work displayed on the "Wall of Fame", she stated, "Each unit the class gets to select the student work they think meets the standard for the assignment."
 - The student also indicated that peer editing is a large part of the process of writing so the students are familiar with one another's work.

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:

- The classroom is arranged in a traditional manner, with the ability to move the desks to accommodate the activity. During the lesson, the students moved their desks to arrange in groups for the group activity.
- During the post observation conference, Mrs. Master indicated that she chooses to have the students move the furniture so that they are moving around during the lesson.
 - Mrs. Master stated, "In a 60 minute class, the exercise of physical activity actually gets them to refocus and settle in."

Component 2 Post-observation Conference Summary:

As discussed, classroom environment is positive, respectful, and highly organized. The interactions discussed, as well as observed demonstrated respect and rapport. The students indicated that the class is both engaging and challenging and that the teacher is in charge. The demonstration of pride in their work further evidenced that Mrs. Master sees them as individuals and respects their learning. The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement and student pride of work.

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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 demonstrated their knowledge and understanding of the content through the process of question and answering during the group work.
 - Each student chose a role to play in group work,
 - Students were each engaged in questioning one another on their contextual evidence for making inferences. Questions like, "How do you know that?" were consistent in their dialogue.
- Students provided one another feedback to qualify their inferences.
 - Students operated from a response guide provided to them as part of the activity
 - Students were expected to provide one another feedback on contextual evidence, tone of writer comments, and clarifying questions.

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:

- Mrs. Master observed actions and reactions of students during both group and individual activities. This information was used to adjust the lesson.
 - During the post observation conference, Mrs. Master indicated that she originally allowed for 20 minutes to complete the group work, but as she observed the groups engaged in rich dialogue around the inferences, she extended that time to 30 minutes, making sure to interject throughout the activity that they should move to student 1, 2, 3, and 4.
 - This afforded each student about 7 minutes to share their inference, contextual evidence and receive feedback from peers.

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

Evidence:

- During the post-observation conference Mrs. Master shared communication documents she has sent home to families.
 - All documents were written in concise and parent-friendly language.
 - Each parent newsletter provided suggestions for support or resource for student growth.

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 group activity and used various techniques to question one another
- Mrs. Master modeled questioning techniques, such as:
 - "What evidence does the writer provide for you?"
 - "Do you think anyone else will have a similar inference?"
 - "How did you arrive at your inference?"
 - "What do you THINK you are being asked to do in this case?"
 - "What can you ask your group member that will elicit a full understanding of their inference?"
- During the post-observation conference Mrs. Master said, "Through questioning, they will better understand the importance of supporting their opinions fully."

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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:

- No evidence of this criterion was observed during the lesson.
- During the post-observation conference Mrs. Master shared the rubric she uses to assess writing and written responses. It follows the 6 Traits Writing expectations, implemented by the department and district.

Component 3 Post-observation Conference Summary:

Mrs. Master engages the students in learning and involves them in the process. She instructs the students in content and helps them see its value. Student progress is regularly monitored during instruction through questioning. Both Mrs. Master and fellow students provide high quality feedback during discussions. Mrs. Master seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.

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:

- Mrs. Master provides frequent information about the instructional program to families.
 - During the post-observation conference, Mrs. Master provided samples of weekly communication documents sent to parents/guardians.
 - Communications included resources for family support of student learning.

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. Master keeps accurate records of student data in both eSchool and Gradebook.
 - During the Post Observation conference Mrs. Master discussed her process for calculating grades and how she categorizes grades as either process (formative) or product (summative).
 - Grades and calculations clearly reflected the discussed process.
- During the post observation conference Mrs. Master described a recent PLC session where the Data Coach asked her to share her formative assessment practices with her colleagues.

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 the post-observation conference Mrs. Master presented her transcript from the Professional Development Management System as evidence. Current year PD activities included, but are not limited to:
 - New Teacher Mentoring Meetings
 - DPAS II Teacher Training
 - ELA Common Core Training
 - PLC Training
 - LFS Vocabulary Training
 - LFS Acquisition Lesson Training

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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:

- Mrs. Master serves as a novice teacher representative on the ELA curriculum committee, charged with writing assessments. (See evidence in criterion 1e.)
- During the post-observation conference, Mrs. Master reflected on the lesson and activities indicating that she had already documented suggested changes to the lesson based on the student participation.
 - Mrs. Master shared her revised lesson plans from the observed lesson.
 - The revised lesson plan included additional differentiation for the group reading activity.

Component 4 Discussion of Progress:

Mrs. Master maintains accurate data in an efficient and effective manner. She actively participates in professional development activities and contributes to the profession. She communicates frequently with families and successfully engages families in the instructional program.

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PERFORMANCE SUMMARY

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:

Commendations:

Mrs. Master is commended for showing enormous growth in instructional planning since the previous observation in October. Specifically, alignment of goals and instruction to state standards and district curricula are exemplary. Mrs. Master's growth is largely attributed to her own initiative: joining the district ELA curriculum committee and actively seeking assistance from her PLC members.

Expectations:

None

Recommendations:

It is recommended that Mrs. Master consider introducing end of unit assessment information during the first unit lesson so students understand how they will be assessed and what they will be expected to do.

Additional Evaluator Feedback:

Mrs. Master's eagerness to learn and willingness to "pitch-in" are greatly appreciated. Students, staff members, and parents have all expressed the positive interactions with Mrs. Master. She has become a valued and respected member of the Delaware Middle School staff.

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 Karen A Master Date: 12/15/2011

Evaluator's Signature Frank E. Taylor, EdD. Date: Dec. 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.