Exemplar #2

Auburn - 5. Summative Evaluation with Response

Name: [redacted]
School: [redacted]
Grade: [redacted]

Evaluator: [redacted]
Date: May 20, 2013 11:47 AM EDT
Shared: YES

Supervising Evaluator, if any (Name/Title/Role)

[redacted]

Assessing

[X] Progress toward attaining goals
[X] Performance on standards

Dear Educator: Now at the end of the evaluation cycle, it is time for you to provide rationale, evidence and/or feedback regarding your progress toward accomplishing your goals (both student learning and professional practice), as well as your progress on the four performance standards (Curriculum, Planning and Assessment; Teaching All Students; Family/Community Engagement; and Professional Culture). In each of the text boxes marked in blue, please provide your written feedback regarding progress made. In total, there are six text boxes you should complete. Thank you.

Progress Toward Student Learning Goals

Student Learning Goals-Progress Rating

[ ] Exceeded
[ ] Met
[X] Significant Progress
[ ] Some Progress
[ ] Did Not Meet

Student Learning Goals- Rationale, evidence, and feedback

[redacted] and I worked together during Prof. Dev. time and after school to complete a physics pre/post test that consists of 25 MC questions addressing major topics in physics that all CP and Honors students should know and be able to do by the end of a physics course. We are ahead of schedule in that we finished it in time to administer the test this year to physics students in tri 2 and tri 3.

We have been approved for summer curriculum work to work together this summer to analyze the test scores and use the data to revise the physics curricula.

Progress Toward Professional Practice Goals

Professional Practice Goals-Progress Rating

[ ] Exceeded
[X] Met
[ ] Significant Progress
[ ] Some Progress
[ ] Did Not Meet

Professional Practice Goals-Rationale, evidence, and feedback

I have completed 20 hours of PD in various areas of pedagogy and content through MMSI offerings, department and faculty meetings, and in-service offerings.

I participated in the 2012 MMSI 5-day summer institute. I chose not to participate in 2013 summer institute since the AP physics curriculum will be changing for 2014-15. I will participate again in the summer of 2014 to help me make the transition to the new physics curriculum. I also participated in the 2-day october session.

Throughout the year, I informally observe [redacted] teaching physics. I also used the MMSI saturday sessions to observe the lead teachers present to the AP physics classes and gain insight into better instructional practices.

Performance on Each Standard

Evaluator will add comments in the "Overall Performance Comments" section near the bottom of this form.

I: Curriculum, Planning & Assessment

Exemplary	Proficient	Needs Improvement	Unsatisfactory

I: Curriculum, Planning and Assessment (Sumative)

I: Curriculum, Planning & Assessment

Rationale, evidence, and feedback for improvement

I-A-3 (Rigorous Standards Based Units). While there is no physics MCAS for students as [redacted] I use the MCAS stanards for physics as a framework for CP Physics. The standards for AP Physics course are also rigidly defined by the college board. I structured each lesson and my pacing throughout the year to address each standard in all of my physics classes.

I-A-4 (Well-Structured Lessons). Each lesson that I teach is structured to engage students with a "starter," and present materials in a logical sequence to aid in understanding of new content. I also maintain flexibility in my lessons to adjust pacing based on feedback from frequent formative assessments. Teaching science makes the use of activities (individual, small group, and whole class groups) and demonstrations in the form of experiments an easily implemented teaching technique. I also use the multiple resources, technologies, and equipment we have to engage students.

I-B-2 (Adjustment to practice). I use frequent formative assessments to adjust my teaching as lessons and units progress. I also analyze unit test results on a regular basis so that I can adjust my presentation of lessons on subsequent tries. (see evidence)

I-C-2 (Sharing conclusions with colleagues). I regularly talk to [redacted] about physics and astronomy topics, instructional practices and results. I am still working on improving my communication with ELL and SPED colleagues to better support those learners. However, I do make use of email to communicate concerns and strategies on a regular basis (see evidence)

I-C-3 (Sharing conclusions with students). I promptly return graded assessments to students. I use iPass to maintain my gradebook so that students and parents can be up to date on each students progress in my courses. I also use email and phone calls on a regular basis to communicate with parents to help students who are struggling. I can still improve on my communication with parents when students are doing well (but could do better), and improve on my pre-emptive contact with parents before grades decline.

Teaching All Students

Exemplary	Proficient	Needs Improvement	Unsatisfactory

II: Teaching All Students (Summative)

II: Teaching All Students

Rationale, evidence, and feedback for improvement

II-A-1 (Quality of Effort and Work). I demand a high quality of work from my students. I use guided practice in the form of lecture tutorials, modeled thinking, and laboratory exercises. To demonstrate for them what I expect on projects I provide rubrics (see evidence) or exemplars of previous assignments.

II-A-3 (Meeting Diverse Needs). I frequently utilize inquiry learning in my science classroom. This goes beyond the inquiry usually associated with science laboratory experiments (although my students perform many of these as well). Inquiry learning is a way for students to work through complex problems at their own pace using guided questions from me. This allows me to elicit responses using Socratic questioning that I can adapt to each student to meet them at their current level of understanding and draw them forward. It also allows all students to work at their own pace based on their readiness for various concepts. An excellent example of this is the Phases of the Moon inquiry investigation I do with my astronomy students (see evidence).

II-B-2 (Collaborative Learning Environment). Whenever I assign a project that involves presentation I allow students to work in groups to complete the projects in ways that best utilize each group member's strengths. I help students learn to be better communicators, to teach them the role of active listening, and to allow them to safely evaluate their peers, and be evaluated by their peers for constructive feedback I use my Peer Evaluation for Effective Presentation, PEEP process (see evidence).

II-D-3 (Access to Knowledge). The inquiry process I described earlier is an excellent way to differentiate instruction in order to provide access to knowledge for all students. In the process of any inquiry investigation I utilize informal oral quizzes that allow me to provide immediate feedback to students if they are struggling. It also gives students an alternative to paper tests to demonstrate their knowledge or skills to me.

III: Family/Community Engagement

Exemplary	Proficient	Needs Improvement	Unsatisfactory

III: Family/Community Engagement (Summative)

III: Family/Community Engagement

Rationale, evidence, and feedback for improvement

III-A-1 (Parent/Family Engagement). I have been lucky this year to have a parent of a student with an interest and expertise in astronomy. Through our frequent communications (see evidence) we were able to coordinate a guest lecture spot for him in my astronomy classes as well as use him as a guide for our night-time star-gazing field trip. The students really enjoyed having another students dad as an active participant in our class. Another area of parent involvement that I neglected to recognize earlier in the year is the participation of parents in conversations with their children at home outside of school hours (see evidence). These conversations can reveal student interests and increase student interest in coursework if their parents are receptive to sharing at home. This is a valuable way to engage parents and enlist their help and I will look for ways to foster this type of involvement int he future.

III-B-2 (Curriculum Support) and III-C-1 (Two-way communication). I still need to do a better job of using two-way communication to update parents throughout the year and utilize them to support the curriculum. I frequently update parents and open channels of communication when students are struggling, and I am diligent in responding to parents calls and emails in a timely and thorough manner (see evidence). However, I can still improve my communications to "nip problems in the bud" and to update parents when things are going well. I also need to improve my communication with SPED and ELL instructors and parents of these students to help them succeed in science.

IV: Professional Culture

Exemplary	Proficient	Needs Improvement	Unsatisfactory

IV: Professional Culture (Summative)

IV: Professional Culture

Rationale, evidence, and feedback for improvement

IV-A-1 (Reflective Practice). I regularly reflect on individual lessons, taking and saving notes that I can utilize in successive teaching of the same lesson. I am fortunate to have [redacted] who teaches astronomy and physics as well. We frequently discuss approaches to address common physics misconceptions, as well as appropriate curriculum and pacing for our students at various levels. I also elicit feedback from students (see evidence) to help me improve my presentation of course material from year to year. As evidence of the results of this reflection, my Documents folder on my computer is full of multiple revisions of each unit test. These are labeled by year and teacher to reflect adjustments to curriculum and modification made by different teachers at different times. This is a useful record to reflect upon when planning future lessons.

IV-B-1 (Professional Learning and Growth) and IV-C-1 (Professional Collaboration) and IV-D-1 (Decision-making). I am a frequent contributor at department meetings and have tried to share best practices that I have learned in my first 13 years of teaching. I work well with [redacted] in planning and developing units for astronomy and physics. We share some student data, but could still improve upon this. I have also worked to encourage collegial relationships with other members of the science department by encouraging inter-class competitions between students in which the teachers can work together to present relevant materials (ex. Hunker-Howser Tournmant: AP Physics vs. AP Bio, Wind Turbine Competition: AP Physics vs. APES). My AP science colleagues and I also planned a way to rotate teaching duties during our Saturday sessions next year. Each teacher has shared a unit that they least enjoy teaching. We discovered that each of these areas fits nicely within the expertise of another AP teacher who enjoys teaching that topic. We developed a way to share our expertise with each others students in a creative rotation that we will try to implement next year (see evidence).

Thank you for completing Part I of the Summative Evaluation.

Your evaluator would like to meet to review and discuss this document together before she/he completes this form, so please schedule a mutually convenient time with her or him. You are asked to bring with you any pieces of evidence you've collected that speak to the progress you have made.

Following that meeting, your evaluator will determine your summative evaluation rating in each of the four standards (Exemplary, Proficient, Needs Improvement, or Unsatisfactory), as well as determining ratings that indicate your progress to date in meeting your student learning and professional practice goals (Exceeded, Met, Significant Progress, Some Progress or Did Not Meet). Once completed she/he will send the completed summative evaluation form to you for your review and signature. As noted, you may add a comment if you wish. Should you wish to meet with her/him again to discuss that completed document, you are encouraged to schedule a time to do so.

Overall Performance Rating

Exemplary	Proficient	Needs Improvement	Unsatisfactory

Overall Performance (Summative)

Overall Performance Comments (completed by Evaluator)

I met with [redacted] on Tuesday, June 18th to discuss this document at great length and to collect evidence. [redacted] has made significant progress towards his student learning goal for the 2012-2013 academic year. As part of the physical evidence that I have to support this, is the Physics pre/post test. In order to have completed the making of these two tests, two of his other "planned activities" (to reach this departmental student learning goal) had to have come into play. [redacted] and [redacted] identified the concepts that they felt were essential for the students to grasp, and from those concepts, were able to design the questions accordingly.

In addition, [redacted] has met his professional practice goal for this year (2012-2013) as well. As evidence, I have in my possession his PDP certificate from a two day MMSI workshop this past fall.He was also in attendance at Saturday MMSI sessions where he was able to observe the instructional practices of the Physics liaisons. [redacted] has also been able to observe his colleagues here in the science department. These last two "points" were part of his planned activities to ensure reaching his professional practice goal for the 2012-2013 academic year.

[redacted] has earned a rating as proficient in each of the four standards. In standards I-III I have in my possession in excess of the required amount (3) of physical evidence to support this. In standard IV, I have two pieces of physical evidence, and can speak first hand to a third. Indicator IV-F-2 (professional responsibilities. [redacted] is the consummate professional "consistently fulfilling his professional responsibilities;is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school."

[redacted] has been a welcomed addition to our faculty here at Auburn High School. [redacted] is a very reflective educator and is always looking to improve upon what he does so well already. [redacted] is particularly adept at sprinkling throughout his curriculum a plethora of hands-on activities. His classroom is both alive and the epitome of "learning by doing."I look forward to working with [redacted] for many years to come as he continues to provide the students here a top notch science experience.

Plan Moving Forward

[X] Self-Directed Growth Plan
[ ] Directed Growth Plan
[ ] Improvement Plan
[ ] Developing Educator Plan

Signature of Evaluator

[redacted] (signed by [redacted] on 2013-06-25 07:51)

The educator shall have the opportunity to respond in writing to the formative evaluation as per 603 CMR 35.06(5); please do so below.

Educator Response to Summative Evaluation:

Signature of Educator

Signature of educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

[redacted] (signed by [redacted] on 2013-06-25 07:44)