

CERTIFICATED PERSONNEL EVALUATION
NON-PERMANENT

Name Travis Wood School Almerica School Year 2001/2002

Assignment Grade 7 Math Science

Date August 2001

<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Pre-Intern	<input type="checkbox"/> Emergency
<input checked="" type="checkbox"/> Probationary 2	<input type="checkbox"/> Intern	<input type="checkbox"/> Other

Overall Rating 12/PA Ratings: D - Distinguished: Exceeds CSTP Standards 12-3-01 EVAL. WTY. #7
 P - Proficient: Meets CSTP Standards
 DE - Developing to Meet CSTP Standards
 U - Unsatisfactory: Does Not Meet CSTP Standards

The evaluation process begins with the selection of three Standards and goals written to meet those Standards.

- One Standard selected by the teacher (Standard 1) Teacher's Initials TRW
- One Standard selected by the evaluator (Standard 3) Evaluator's Initials TRW
- One Standard selected jointly by the teacher and evaluator (Standard 4) Teacher's Initials TRW / Evaluator's Initials TRW

This evaluation document is based on the California Standards for the Teaching Profession (CSTP).

- The evaluation includes a rating for each Element of the Standard and an overall rating for the Standard.
- Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the evaluatee exceeds the Key Element or Standard.
- Ratings of Unsatisfactory require the evaluator to provide written evidence to support the rating.

Recommendation: Re-employ Release Recommendation Deferred Until Final Evaluation

Evaluator Signature TRW Date 9-19-01
 Employee Signature Travis Wood Date 9-19-01

Evaluator's Name (Printed) Richard Roth

My signature acknowledges that I have seen and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator.

Employee's Comments: Attached Separate Page
 Distribution: Personnel File, Evaluator, and Employee

"P" 1, "D" - m 3 "P" ov 4

P 1203-25

EVALUATION DESCRIPTORS:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
STANDARD 1

West
operational level
classroom activities

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
P	a) Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
P	b) Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.
D	c) Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions (autonomy and choice) in the pursuit of significant learning.
D	d) Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within or across subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within or across subject matter areas.	Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
P	e) Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

Teacher Goal(s)/Objective(s):

Evaluator Comments:

Further develop questioning techniques that elicit student understanding
 expand repertoire of instructional strategies
 offer more activities that promote critical thinking
 establish a classroom where students interact with peers
 constructively rooted in intrinsic value to each member

3="P" 2="D"
 "P" rating overall as of 11-27-01 RR

DI-RT-LAB-group project
 D=Developing
 P=Proficient
 D=Distinguished
 A=Approaching
 C=Competent
 I=Initiative
 S=Students
 T=Thinking
 M=Monitor
 V=Value

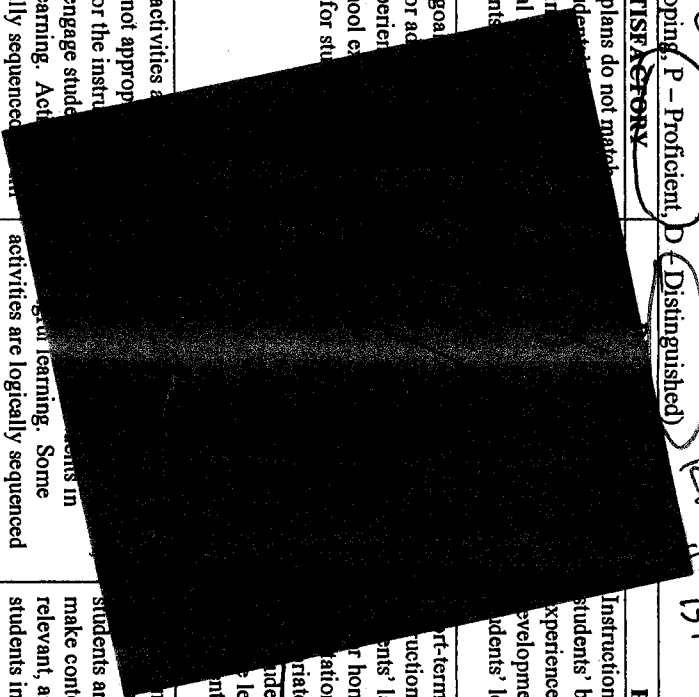
**EVALUATION DESCRIPTORS:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
STANDARD 4**

P 12/23
RRR
Overall Rating (U - Unsatisfactory, DE - Developing, P - Proficient, D - Distinguished)

RATING	KEY ELEMENT	UNSATISFACTORY	PROFICIENT	DISTINGUISHED
P	a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not make use of students' backgrounds, experiences, interests, and developmental learning needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
P	b) Establishing and articulating goals for student learning	Instructional goals are not established nor articulated in language, experience, or home and school expectations for students.	Short-term and long-term instructional goals address students' language, experiences, and home and school expectations. Goals are appropriately challenging for students and represent learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
P	c) Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate for the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced within individual lessons and are rarely comprehensive in relation to the subject matter to be taught and in accordance with state and district adopted academic content standards for students.	Instructional activities are logically sequenced within individual lessons and are consistently comprehensive in relation to the subject matter to be taught and in accordance with state and district adopted academic content standards for students.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts, establish high expectations and relate to state and district adopted academic content standards for students.
D	d) Designing short-term and long-term plans to foster student learning	Individual lessons have little or no relation to long-term plans, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although individual lessons are poorly sequenced and only partially help students develop conceptual understanding.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
DE	e) Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.

Teacher Goal(s)/Objective(s): Proficient at:
 1. Drawing on and valuing students' backgrounds, interests, & learning needs.
 2. Establishing and articulating goals for student learning.
 3. Developing sequencing of activities + learning materials.
 4. Designing short-term and long-term plans to foster learning.

Evaluator Comments:
 Met by P to D level -
 moving to D 11-27-01



*Met
made*

*MA WCO will
inform Retriever
for 2nd level.*

*RRR
1st level*

yes

yes

level on

yes

yes

yes

EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING

Please note the Standard(s) and Key Element(s) and describe specific behavior.

ST. 4.4 - Evidence of "D" in written plans, web page, use of long term & short term plans.

ST. 1.3 - Outlining in comp. Quizzes at level, use of e-mail web to check ^{ANS} grades.

1.4 - Extends learning with Tech, news feed, web. page access to assignments, lessons, grades, District & State Standards.

CSTP-3 - 3.1, ~~3.2~~, 3.4, 3.5 = "D"

- Evidence of Sub just master Knowledge 56 Students passed Q1 mid test = 33% of RSP students passed.

- use of Tech. to extend & support student learning. class write evidence understand & organize learning and that students learn well.

#3065.

Almeria Middle School

Classroom Observation

Teacher: R. Uvalde
3065.
R. Uvalde

R. Uvalde

Teacher MAURIS WOOD
Credential m/s

Subject 7th m/s
Class Code

Date 2/21/02
Class Size 34 / RSP
M12/3

Standard 1

Mrs. Kneynack in room

Key Element	Comments
a) Connecting students' prior knowledge, life experience, and interests with learning goals	
b) Using a variety of instructional strategies to respond to students' diverse needs	NOT chosen
c) Facilitating learning experiences that promote autonomy, interaction, and choice	
d) Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
e) Promoting self-directed, reflective learning for all students	

Standard 2

Key Element	Comments
a) Creating a physical environment that engages all students	Room is clean, safe, uncluttered
b) Establishing a climate that promotes fairness and respect	Students treated you well, work often, followed rules.
c) Promoting social development and group	paired responses, and checks of math problems

responsibility	
d) Establishing and maintaining standards for student behavior	a) Target today and in our other units
e) Planning and implementing classroom procedures and routines that support student learning	Evidence in DI, group activities, checking for understanding Computer work. Advance organizers on board, rubric target, notes, feedback.
f) Using instructional time effectively	

Standard 3

Key Element	Comments
a) Demonstrating knowledge of subject matter and student development	yes! with conviction, prep. for PUSD test, on page and aligned to concepts quickly, to be he should see! topic + teaching concepts
b) Organizing curriculum to support student understanding of subject matter	" "
c) Interrelating ideas and information within and across subject matter areas	in. in good examples of relevant notation that applied to the math concept + key language
d) Developing student understanding through instructional strategies that are appropriate to the subject matter	Direct instruction, practice, retaining and seen today.
e) Using materials, resources and technologies to make subject matter accessible to students	Computer work, homework routine on E-mail, teacher help on E-mail. "Distinguished" in their class. <i>TR</i>

Standard 4

Key Element	Comments
a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Save on 2, 3. C above, → DSP - modification seen
b) Establishing and articulating goals for student learning	Daily + in the student support sheets, on web page. At table SA TG goals, GMS and key elements + concepts target
c) Developing and sequencing	elaborate and aligned to FUSD.

instructional activities and materials for student learning	Support student learning
d) Designing short-term and long-term plans to foster student learning	a strength of yours.
e) Modifying instructional plans to adjust for student needs	I have seen this and noted explicit summative and formative assessment from obs. 1+2 and eval. I

Standard 5

Key Element	Comments
a) Establishing and communicating learning goals for all students	
b) Collecting and using multiple sources of information to assess student learning	
c) Involving and guiding all students in assessing their own learning	DNA
d) Using the results of assessment to guide instruction	
e) Communicating with students, families, and other audiences about student progress	
f) Progressing students toward academic standards	

Standard 6

Key Element	Comments
a) Establishing professional goals and pursuing opportunities to grow professionally	
b) Working with communities to improve professional practice	DNA
c) Working with families to improve professional practice	
d) Working with colleagues to	

improve professional practice	
e) Complying with district and school established rules, regulations, policies and laws	

RTK 2-21-02 Janis Wood 4/4/02
 Signature Date Signature Date

This observation was unannounced. The lesson was "how" and reflected planning as evidenced in your lesson plan. The students engaged and on task (I always see this) you "M.B.I.V.A." means This. your transition effective. Students learn in your classroom!

RTK
 2-22-02

CERTIFICATED PERSONNEL EVALUATION

NON-PERMANENT

02 of 3-1-02 = 26
3 obs.
2 evals

Name T. Wood School Alameda School Year 2001-02

Assignment 7th math/science
with DSP

Date 3-1-02

<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Pre-Intern	<input type="checkbox"/> Emergency
<input checked="" type="checkbox"/> Probationary 2	<input type="checkbox"/> Intern	<input type="checkbox"/> Other

Overall Rating P Ratings: D - Distinguished: Exceeds CSTP Standards - CSTP # 4 = Distinguished *RR*
 P - Proficient: Meets CSTP Standards CSTP # 1.3, 1.4 =
 DE - Developing to Meet CSTP Standards CSTP # 3.1, 3.4, 3.5 = "D"
 U - Unsatisfactory: Does Not Meet CSTP Standards

The evaluation process begins with the selection of three Standards and goals written to meet those Standards.

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- One Standard selected by the evaluator (Standard 3) Evaluator's Initials RR
- One Standard selected jointly by the teacher and evaluator (Standard 4) Teacher's Initials RR / Evaluator's Initials RR

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- Ratings of Unsatisfactory require the evaluator to provide written evidence to support the rating.

Recommendation: Re-employ *with restriction* Release Recommendation Deferred Until Final Evaluation

Evaluator Signature R. Roth Date 3-1-02

Employee Signature Frank Wood Date 4/2/02

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Employee's Comments: Attached Separate Page
Distribution: Personnel File, Evaluator, and Employee

**EVALUATION DESCRIPTORS:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
STANDARD 1**

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
D	a) Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
P	b) Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.
D	c) Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
D	d) Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within or across subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within or across subject matter areas.	Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
P	e) Promoting self-directed, reflective learning for all students <i>Approved from 2-21-02</i>	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

Teacher Goal(s)/Objective(s):

Evaluator Comments:

extending on comp, both work

FUSD math test + problem solving/requirements

SLC-5,

FUSD MATH TEST student response to give

2-21

**EVALUATION DESCRIPTORS:
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
STANDARD 3**

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
<input type="checkbox"/>	a) Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
<input type="checkbox"/>	b) Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills, rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives, and supports an understanding of core concepts for some students.	The curriculum is organized and sequenced, demonstrates concepts, themes, and skills, reveals and values different perspectives, and supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
<input type="checkbox"/>	c) Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within and across curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within and across the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
<input type="checkbox"/>	d) Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.
<input type="checkbox"/>	e) Using materials, resources and technologies to make subject matter accessible to students	Instructional materials, resources, and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

Overall Rating (U – Unsatisfactory, DE – Developing, P – Proficient, D – Distinguished)

Teacher Goal(s)/Objective(s):

Evaluator Comments: *Exceeded in L.P.S. -*

*working on
TEST Skills*

*55 passed TR12 test in week
B R S P passed
54% pass rate!
3/4 core had 94.4% due 70%
11 Skills passed in the 60%*

EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING

3-1-02
RTB

Please note the Standard(s) and Key Element(s) and describe specific behavior.

MR WOODS - you have again met C. S. T. P 1.3, 1.4, 4.4, 3.1, 3.4, 3.5 at a "Distinguished" level.

C. S. T. P. 1.3 - Evidence: Noting from eval. #1 still applies. I continued to see autonomy in comp. Design: web page, (unintended) notes of source graphs for credit using computer for spreads. grade checks for parents + children in comp.

1.4 - Continued extension of being web site, access and immediate feedback for students + parents. Engaged in classroom HOTS - math 1, 6 2002 Student connections to state standards + understanding of the learning. Evaluation of source text questions by students for reliability.

3.1, 3.4, 3.5 = "D" - Again you have met at a D level as in Eval. #1 Subject matter knowledge. you have ventured into "new" territory. SS standards purchased T2 Test in math reflect standards, set a prep. HOTS, your task supports extension and "re-teaching".

4.4 - your written plans, web page, reflect effective planning for short term + long term learning. It is just on background internet, expense, is integrated into CA/SS, has high expectation and performance levels, follows ESD guidelines + content standards. Well done!
RTB

CERTIFICATED PERSONNEL EVALUATION

PERMANENT

Name Travis Wood School Almeria M.S. School Year 2003-04
 Assignment Math / Science 7 Date 8-22-03

Overall Rating P Ratings: D - Distinguished: Exceeds CSTP Standards
 P - Proficient: Meets CSTP Standards
 N - Needs Improvement to Meet CSTP Standards
 U - Unsatisfactory: Does Not Meet CSTP Standards

The evaluation process begins with the selection of three Standards and goals written to meet those Standards.

- One Standard selected by the teacher (Standard 1) Teacher's Initials AW
- One Standard selected by the evaluator (Standard 5) Evaluator's Initials CA
- One Standard selected jointly by the teacher and evaluator (Standard 6) Teacher's Initials AW / Evaluator's Initials CA

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- Ratings of Unsatisfactory or Needs Improvement require the evaluator to provide written evidence to support the rating.

Recommendation: Re-employ Release

Evaluator Signature Carroll Green Date 2/4/04

Evaluator's Name (Printed) Carroll Green

Employee Signature Travis Wood Date 5/22/03

My signature acknowledges that I have seen and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator.

Employee's Comments: Attached Separate Page
 Distribution: Personnel File, Evaluator, and Employee

**EVALUATION DESCRIPTORS:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
STANDARD 1**

Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	a) Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
P	b) Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.
P	c) Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
P	d) Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within or across subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within or across subject matter areas.	Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
P	e) Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.
<p>Teacher Goal(s)/Objective(s): To engage and support all students, differentiated instruction will accommodate the variety of different learning styles and levels. To reach learners with a lower academic proficiency, a computer program, Accelerated Math, will remediate previously unmastered state standards in mathematics. For students that have greater academic success, an adapted program utilizing robotics will expand student understanding in math and science.</p> <p>Solving various problems using robots will provoke thoughtful and authentic solutions that will translate into success. Relevant information for parents will be facilitated by the internet.</p>					
			<p>Evaluator Comments: Evidence of a variety of instructional strategies to support the diverse needs of students has been observed. Warm-up activities, re-teach strategies, drill and practice is encouraged. Students are engaged and are monitored regularly for progress and achievement. Learning experiences are facilitated by the teacher to promote constructive interactions, and autonomy.</p>		

**EVALUATION DESCRIPTORS:
ASSESSING STUDENT LEARNING
STANDARD 5**

Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)		KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P		a) Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum; and goals meet district and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established by the teacher, students, and families, are appropriate to students' needs and the curriculum; and goals meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
P		b) Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning. Several appropriate assessment strategies are used to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies are used to understand student progress.
P		c) Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss their work with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
P		d) Using the results of assessment to guide instruction	Information about student learning is inappropriate or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support students' needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities; and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
P		e) Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families, and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.
P		f) Progressing students toward academic standards	Given extenuating circumstances and using multiple measures, students are not making academic progress.	Given extenuating circumstances and using multiple measures, students demonstrate limited academic progress.	Given extenuating circumstances and using multiple measures, students demonstrate reasonable academic progress.	

Teacher Goal(s)/Objective(s): To assess student learning, JavaScript quizzes will supplement traditional paper quizzes. Because the computer carries the burden of grading, students will have additional opportunities to retake quizzes. By retaking quizzes, students have the prospect of raising their grade and being exposed to the material again. Practice makes perfect.

Evaluator Comments: Information is used for a variety of assessments. These assessments are used to plan and modify learning activities. Students are encouraged to reflect on their progress and are evaluated regularly.

**EVALUATION DESCRIPTORS: DEVELOPING AS A PROFESSIONAL EDUCATOR
STANDARD 6**


Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)					
RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	a) Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Professional goals are established with assistance. The teacher pursues opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills, and participates in the professional community.	N/A
P	b) Working with communities to improve professional practice	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning, or promote collaboration with the school.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support students learning, and support collaboration between school and community.	N/A
P	c) Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds, and may provide some opportunities for families to participate in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds, and provides opportunities for families to participate in the classroom or school community.	N/A
P	d) Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs, and participates in some school-wide events.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	N/A
P	e) Complying with district and school established rules, regulations, policies and laws	Maintenance and submission of records is inconsistent, untimely, and/or incomplete. Professional conduct and integrity is often not demonstrated. Attendance is irregular and arrival is often late. Necessary safety precautions for students and self are not taken. Interventions for student services are inappropriate or inconsistent.	Does not always maintain and submit accurate and complete records and reports in a timely manner. Professional conduct and integrity is not always demonstrated. Regular and prompt attendance is inconsistent. Necessary safety precautions for students and self, along with appropriate interventions for student services, is minimal or inconsistent.	Consistently maintains and promptly submits accurate and complete records and reports. Necessary precautions are taken to protect students and self and is regular and prompt in attendance. Seeks appropriate intervention services for students and demonstrates professional conduct and integrity in the classroom and school-related functions.	N/A

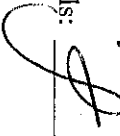
RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	f) Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	The teacher reflects on some lesson and areas of concern in his or her teaching practice, assesses growth in these areas with assistance, and may use reflection to plan professional development.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time, and may use reflection to plan professional development.	N/A
<p>Teacher Goal(s)/Objective(s): Collaboration with other teachers who share a vision of using internet technology to support learning and communicate with parents will help me develop as a professional. Further development will include: 1. completion of CLAD certification; 2. a clear credential; 3. attending all workshop and professional meetings available; and 4. perhaps a second graduate degree.</p> <p>Evaluator Comments: To complete this goal, Mr. Wood is involved with AVID training, and is an attendee at the California League of Middle Schools Conference. He has also taken advantage of the state math conference held last fall. Mr. Wood also serves as Math Department Chair, attends curriculum meetings at the district level and is available to give assistance and advice to administration and staff members when needed.</p>					


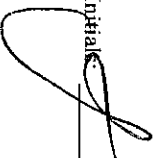
CERTIFICATED PERSONNEL EVALUATION

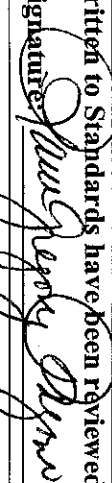
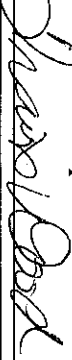
PERMANENT

Name: <u>Travis Wood</u>	School: <u>Truman Middle School</u>	School Year: <u>2005 - 2006</u>	Evaluator: <u>Paul Pagano</u>
Contract Status: <u>Permanent</u>	Assignment: <u>Technology</u>		

Standard selected by the teacher: <u>4</u> Teacher's Initials: 	Goal: Technology modules will involve critical thinking and open-ended activities that appeal to different learning styles and promote self-directed reflective learning. A variety of instructional strategies including direct-teaching, independent work, small-group facilitation, and whole-group activities will engage all learners.
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Standard selected by the evaluator: <u>5</u> Evaluator's Initials: 	Goal: Utilize a variety of data such as teacher-made tests or quizzes, observations, district tests, and California Standards Tests (CST's) to plan and modify learning activities. Information will be used to identify appropriate interventions to ensure access to curriculum to foster student learning. Edusoft, SASI and other sources of student data will be used during staff, grade and department meetings.
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Standard selected jointly by teacher and evaluator: <u>2</u> Teacher's Initials:  Evaluator's Initials: 	Goal: Students will follow classroom procedures that have been practiced and modeled since the beginning of the year. Students will work in cooperative groups in technology modules to promote social development and group responsibility. The classroom arrangement will be designed to easily facilitate transitions between independent and cooperative group learning. Supplemental materials, including books and peripheral technology, will create an environment that engages all students. (Attach separate page, if necessary)
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The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract. Evaluator Signature:  Date: <u>8/19/05</u> Employee Signature:  Date: <u>8/19/05</u>
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RATINGS: D-Distinguished: Exceeds California Standards for the Teaching Profession **P-Proficient:** Meets California Standards for the Teaching Profession
N-Needs Improvement: Needs improvement to meet California Standards for the Teaching Profession **U-Unsatisfactory:** Does not meet California Standards for the Teaching Profession

- This evaluation document is based on the California Standards for the Teaching Profession (CSTP).
- The evaluation includes a rating for each Element of the Standard and an overall rating for the Standard.
 - Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard.
 - Rating of Unsatisfactory or Needs Improvement requires the evaluator to provide written evidence to support the rating.

<input checked="" type="checkbox"/> OVERALL RATING: <u>P</u> Recommendation: <u>Re-employ</u>
Evaluator Signature:  Date: <u>8/19/05</u>
Employee Signature:  Date: <u>8/19/05</u>
Employee's Comments: Attach Separate Page
My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.

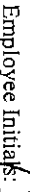
**EVALUATION DESCRIPTORS:
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
STANDARD 2**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	a) Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
P	b) Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
D	c) Promoting social development and group responsibility	Does not foster the social development and self-esteem of students. Does not foster and maintain respect for diversity and students sense of responsibility for themselves and others.	Foster and maintain an environment in which students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Foster and maintain an environment in which students respect each other's differences and work independently and collaboratively taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
D	d) Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what standards are expected.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
P	e) Planning and implementing classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedure and routines have been established and work moderately well with little loss of instructional time.	Procedures and routines work smoothly with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
D	f) Using instructional time effectively	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enable all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

D Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)

Evaluator Comments: See Comments Page 5

Evaluator Initials: 

Employee Initials: 

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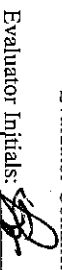
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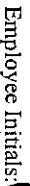
**EVALUATION DESCRIPTORS:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
STANDARD 4**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match nor reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
P	b) Establishing and articulating goals for student learning	Instructional goals are not established nor address students' language, experiences, and/or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals address students' language, experiences, and/or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
D	c) Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced within individual lessons and are rarely comprehensive in relation to the subject matter to be taught and in accordance with state and district adopted academic content standards for students.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons and are inconsistently comprehensive in relation to the subject matter to be taught and in accordance with state and district adopted academic content standards for students.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons and are comprehensive in relation to the subject matter to be taught and in accordance with state and district adopted academic content standards for students.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts; establish high expectations and relate to state and district adopted academic content standards for students.
P	d) Designing short-term and long-term plans to foster student learning	Individual lessons have little or no relation to long-term plans, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although individual lessons are poorly sequenced and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure with learning activities in individual lessons well-sequenced to promote conceptual understanding.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
P	e) Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.

P Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)

Evaluator Comments: See page 5

Evaluator Initials: 

Employee Initials: 

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**EVALUATION DESCRIPTORS:
ASSESSING STUDENT LEARNING
STANDARD 5**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	a) Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to students' needs and the curriculum; and goals meet district and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum; and goals meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
P	b) Collecting and using multiple sources of information to assess student learning.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning. Several appropriate assessment strategies are used to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies are used to understand student progress.
P	c) Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss their work with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
P	d) Using the results of assessment to guide instruction	Information about student learning is inappropriate or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support students' needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
P	e) Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families, and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.
P	f) Progressing students toward academic standards	Given extenuating circumstances and using multiple measures, students are not making academic progress.	Given extenuating circumstances and using multiple measures, students demonstrate limited academic progress.	Given extenuating circumstances and using multiple measures, students demonstrate reasonable academic progress.	

P Overall Rating (U – Unsatisfactory, N – Needs Improvement, P – Proficient, D – Distinguished)

Evaluator Comments: _____

Evaluator Initials: 

Employee Initials: 

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EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING

Please note the Standard(s) and Key Element(s) and describe specific behavior.

2c-Promoting social development and group responsibility

Mr. Wood has created an academic environment which encourages students to work collaboratively and independently. It is not uncommon to see students filming on campus, developing websites, posting responses via threaded discussions, or annotating assignments. These are but a few of the many structures Mr. Wood has developed to encourage independent thinking. Students who are tech savvy take the initiative to help classmate's complete assignments with little direction.

2d- Establishing and maintaining standards for student behavior

Travis runs a very smooth "ship". Students know what is expected of them as classroom policies and procedures have been thoroughly discussed. Mr. Wood is an effective communicator as he acknowledges the strengths and weaknesses of his students in a positive, constructive manner. Travis serves as the "buddy" disciplinarian for many teachers on campus. It quite evident that his students command his respect, and request to be in his classes.

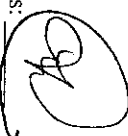
2e- Using instructional time effectively

Mr. Wood embraces challenge head-on. He differentiates lessons to include all students, and maximizes student participation. Travis fastidiously plans lessons prior to implementation to ensure that transitions between topics or activities are seamless. Travis monitors time effectively to guarantee that students complete daily requirements.

4d- Developing and sequencing instructional activities and materials for student learning

As mentioned previously, Travis organizes instructional activities to engage all students. He prepares lessons to assist students in accessing content standards through a variety of techniques including teacher-centered and student-centered activities. Travis is willing to work independently before and after school with any student who expresses a desire to do so. I applaud Travis' willingness to work with administrators in organizing staff buy-back days. He was instrumental in bringing Edusoft, In Touch and technology to life for many of his colleagues. Thanks for your diligent service!

Evaluator Initials: 

Employee Initials: 

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