

J. Travis I. Wood

P.O. Box 1643 • Lake Arrowhead, CA 92352 • Phone (909) 222-7123
Website: <http://www.caleducator.com> • Email: woodti@caleducator.com

Letter of Introduction

To whom it may concern,

I am writing to express my interest in a position with your organization.

My teaching career began on Vancouver Island, off the coast of British Columbia, where I was trained to use the provincial Integrated Resource Packages (IRPs). The curriculum's philosophical charm was in the repeated presentation of concepts across content areas and in varied contexts. Throughout my degree in education, I focused on technology as a tool to teach. And, in fact, I created and ran a summer computer camp for school-aged children using a curriculum that I, and a fellow student, developed.

In my first year as a teacher, I was met with a challenging proposition. The school disclosed their desire to correct a deficiency that had not seen a single student graduate in six years. They charged me with the task of applying my skills with technology to the problem. At first, the principal was hesitant to provide the necessary classrooms, remove walls, and commit \$150,000 to the task. But I shared my suggestions with a concerned parent whose daughter was in my classroom. And at the time, I was unaware that he was the chairman of our school board. Nor was I aware that he passed the plan on to the board members. The next morning however, I was pleasantly greeted by the principal who asked, "How soon can you get started?" I spent the remaining part of my first year pulling network wire under the floors of the school and installed three PC computer labs, two servers, a satellite Internet dish, and Learning Management Software (LMS). As an ambitious first-year teacher, I was now obliged to prove my mouth wasn't bigger than my brain. And the innovation saw me at school until 11:00 p.m. most nights.

In my early years as a teacher, I came to know the level of commitment it takes to develop the art and science of instruction. Quality teaching requires the ongoing reflection of the job you've done. And the efficiency of learning with technology has a direct correlation to the level of interaction students have with the computer AND the teacher. A teacher is remiss in their duties if they leave the computer to do the teaching. It's still incumbent upon the teacher to monitor how students interact with educational tools, the information they deliver, and intervene when necessary. And when I lacked the skill or experience necessary, I made good use of experts who did. So how did my three-year undertaking turn out? My students represent the highest number ever graduated (all but one), many completing university degrees (including the daughter of the concerned parent. She has since become.... a teacher).

When I started teaching in California, I taught math and science. And I continued to shape my understanding of how to improve a student's learning through the use of technology. I exploited my experience with integrating cross-curricular content to bring robotics into algebra and physical science. The enrichment and motivation that students experienced resulted in the highest mathematics test scores during my entire tenure at Almeria Middle School.

Shortly after an article in our district's newsletter featured my classroom, I caught the eye of a fellow district employee who was also an instructor for the Instructional Technology program at California State University, San Bernardino. He persuaded me to enroll in their Master's program. And after I graduated, I was invited to fill the Technology Coordinator position at Truman Middle School. Today I use self-directed technology modules (weaved with state standards from core subjects) because I find my own interest in something motivates me to engage the learning process in a more meaningful and authentic way. My students deserve no less.

I believe I am a qualified candidate for a position within your institution because I continue to reflect on and adapt my understanding of teaching to improve the prevailing educational circumstance.

Travis Wood

J. Travis I. Wood

PO Box 1643 · Lake Arrowhead, CA 92352 · Phone/Fax (909) 222-7123

Website: www.caleducator.com email: woodti@caleducator.com

Teaching Experience

- 2004-Present Technology Coordinator/ Middle School Teacher
Fontana Unified School District
- Manage technology budget/ inventory
 - Diagnose/ repair computer and network problems
 - Teach video production
 - Teach robotics
 - Teach web development and programming
 - Integrate state standards with technology
 - Deliver district/ school in-service workshops
 - Manage web, LMS, and data servers
 - Monitor school and district performance data
 - Assist teachers with using data to inform instruction
- 2000-2004 Middle School Teacher/ Science Chair
Fontana Unified School District
- Taught seventh and eighth grade math and science curriculum
 - Taught and demonstrating with a variety of mediums, including computers.
 - Participated in curriculum development, prepare and recommend the department budget, organize and direct the selection of appropriate materials for the department
- 1997-2000 Teacher/Network Administrator
T'liisa'lagi'lakw School, Alert Bay, BC, Canada
- Taught math and science curriculum to students in grades seven, eight, and nine
 - Worked with primarily First Nations student population
 - Involved with formation and installation of remedial program using SuccessMaker
 - *Networking* - Administered and maintained two PC computer labs and one Apple computer lab
- 1997 Director/ Administrator
Computer Camp for Thinking Kids
- Responsible for program proposal to Industry Canada, budgeting, curriculum design, and employee supervision.
 - Taught computer skills to students K-12, and establishing working relationships with local businesses and schools.

Education

- 2003 CALIFORNIA STATE UNIVERSITY, San Bernardino, CA
Master of Arts in Educational Technology
- 1999 COMPUMASTER - Microsoft Certified Systems Engineer, Victoria, BC,
Canada
Windows NT Server 4.0, MCSE – 10.2 CEU's
- 1997 UNIVERSITY OF VICTORIA (at MALASPINA UNIVERSITY-COLLEGE),
Nanaimo, BC, Canada
Bachelor of Education Degree
- 1990 UNIVERSITY OF VICTORIA, Victoria, BC, Canada
Bachelor of Science Degree, Majoring in Geography

Credentials

- Instructional Technology (California)
- Single Subject Mathematics Credential with CLAD (California)
- Multiple Subject Credential K through 12 (British Columbia)

Teacher Training Presentations:

- 2011 Creating Online Assessments
- 2009 Data-driven Instruction using OARS
- 2006 Integrating Core Content Media Using Movie Maker
- 2005 Data-driven Instruction using Edusoft
- 1997 Interactive Multimedia Applications for Educators - Malaspina University
College Educational Conference

Projects, Committees, and Adjunct Positions

- Presently [Response to Intervention](#)
Evaluate school programs using school and district data. Identify areas for improvement. Assist teachers with using technology to collect and analyze data to improve instructional circumstances.
- Presently [Myreteach.com](#)
A website project for: constructing standards-based (Common Core and State) assessments, collecting and analyzing student data, reposing intervention activities, teacher collaboration.

Additional References and Documentation

Available at <http://www.caeducator.com>



Citrus High School

9820 Citrus Ave. • P.O. Box 5090 • Fontana CA • 92334-5090 (909) 357-5300 • Fax: (909) 357-5302

To Whom It May Concern:

I have known Travis since shortly after he moved to California from Canada in 2000. I have been his university instructor, his administrator, and his friend. In all of those capacities, I have developed a great deal of respect for the man and his philosophy and methods of teaching.

What first impressed me about Travis was his hands-on, get-the-job-done attitude. Once he has a vision, he finds a way to make it reality. Take his experiences at Almeria Middle School, for example. Teaching out of a trailer, and starting with but a single computer, Travis managed to have thirty computers by the end of his first year. How? By rebuilding and reprogramming computers he salvaged from the Department of Defense. A short time later, students in his science classes were designing robots on the reclaimed computers and assembling them with a class set of Lego robotics kits that Travis purchased with his own money. That's the kind of teacher and technology expert he is - savvy, practical, and willing to do whatever it takes to get the job done.

Shortly after meeting him, I successfully convinced him to complete a master's degree in instructional technology. As his university instructor, I was provoked by the creative ways he found to use technology, particularly when eliciting critical thinking skills. He would, for instance, teach typing by programming and moderating a chat server within a murder mystery game, rather than with a typing program. For him, it compacted more learning. Not only did it improve the students typing but it also developed their reasoning skills. He's a big believer in integrating student learning, repeating their exposure to concepts in different contexts and applications.

When he graduated, I offered him the Technology Coordinator position at my school. He happily looked after the technology budget, diagnosed and repaired computers and network problems, and managed various servers and site video broadcasting equipment. As his supervising administrator, I noticed how wildly popular his technology classes were among students, and for all the right reasons. The students enjoyed themselves while learning to use technology to advance their learning. They created web-based portfolios, in which they kept track of their learning with reflective mind maps, maintained a writing log about current social issues, and exhibited their self-directed projects in robotics, video-production, and many other integrated technology modules he's created. Travis' algebra lessons also sparkled with the same allure. He blends direct teaching of math concepts with follow-up practice using miniature white boards or manipulatives such as cards and dice. Travis is not all show, however; he analyzes assessment data using OARS or his own data collection methods, reteaches as needed, and assigns specific remedial work on the computer.

As important as anything else in teaching, Travis has a big heart. He cares for his students, and the care he shows them is evident in the respect they show him in turn. But that caring comes with a strong will and an insistence that students hold themselves accountable for their actions inside and outside the classroom. As a result, Travis runs a well-disciplined classroom, one of the best I have seen in my many years in education.

In my observations of Travis, there is a clear distinction among technology teachers, he doesn't teach "about" computers; rather he "uses" computers to engage students in activities that elicit a better quality of learning. He is a highly dedicated professional who knows how to motivate others. It is without reservation that I recommend him for employment in whatever capacity he is qualified for. And if his travels take him away from Southern California, he will be sorely missed by those he's touched.

Dr. Ken Decroo

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Principal

Kenneth Decroo

Telecommunications
Device for the Deaf
(909) 357-5018



Summit High School

15551 Summit Avenue • Fontana • California • 92336
(909) 357-5950 (909) 357-5959 FAX

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Doug Homme
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Albert Murillo
Counselor

Alice Path
Counselor

Rosalie Salazar
Counselor

Francis Vera
Counselor

July23, 2009

To Whom It May Concern,

I am writing this letter on behalf of Travis Wood. I have known him for over 10 years. I hired Mr. Wood as a teacher for Almeria Middle School in the Fontana Unified School District. He was one of the best teachers I have ever hired. I was his principal for at least 3 years at Almeria Middle School. We have kept in touch professionally as our careers have brought changes to our job sites.

Mr. Wood was hired while I was on a teacher recruiting trip to Vancouver, British Colombia, Canada. He made the transition to California with ease. I found him to be very knowledgeable in content, an effective and well rounded instructor and a contributor to the entire staff of the school. He has taught a variety of subjects and is well versed and trained in content standards, use of data to guide assessment and the effective use of technology to improve student learning. His observations and evaluations were of high quality and I would hire him again if ever given the opportunity.

I would venture to say that Mr. Wood would be well prepared to be employed at your school. He has made such a move in the past. He will be a valued addition to your school. He will be a positive member of the staff and he will be professional in all he does. I always found him to be timely, organized, well dressed, and well comported. He was always a student advocate urging all students to do their personal best. Mr. Wood was always a well prepared educator.

It will be a loss for our school district and students but a gain for you and your students. I wish Mr. Wood all the best and I feel confident you will have the same positive and fulfilling interactions I had with Mr. Wood.

Please contact me if I can be of further help.

Richard Roth
Assistant Principal

Tokay Elementary School

FONTANA UNIFIED SCHOOL DISTRICT
7846 Tokay Avenue • Fontana, CA 92336 • Phone 909-357-5770
Terry Abernathy, Principal Tammy Stringer, Assistant Principal



May 26, 2009

To Whom It May Concern:

I am delighted to write this letter of recommendation on behalf of Travis Wood. Mr. Wood teaches Algebra and Computer Technology at Truman Middle School. I have known Mr. Wood since 2005, while I worked in the capacity of Assistant Principal at Truman Middle School.

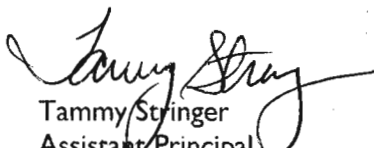
Mr. Wood is very knowledgeable in math procedures and calculations, which is a definite benefit to his students. He uses direct instruction and computer technology to encourage math growth in the classroom. In addition, Mr. Wood analyzes assessment data and monitors student progress on a regular basis, in an effort to reteach students according to their needs.

Mr. Wood develops creative lessons for his computer technology class. He teaches lessons in areas, such as, Word Processing, PowerPoint Presentations, video production, and safe internet exploration. His students are taught to be responsible as they take pictures or interview school staff and peers to produce school-wide spirit videos. His students are able to use the computer tools to build success in their other academic area.

Mr. Wood is a very important member of the Truman Middle School team. As the school's Technology Coach, he has been instrumental in developing a school website that included various links for staff, parents, and students. He has also provided technological support for staff members through the format of staff development and classroom computer assistance.

I, wholeheartedly, recommend Mr. Wood for the position that he is seeking. I feel strongly that he will be a great contribution to your educational team. If you have any questions, feel free to contact me at (909)357-5770, Ext. 222.

Sincerely,


Tammy Stringer
Assistant Principal
Tokay Elementary School

Harry S. Truman Middle School

16224 Mallory Drive • Fontana, CA 92335 • Phone 909-357-5190

Paul Pagano
Principal

Tammy Stringer
Assistant Principal

Andrew Scherrer
Assistant Principal

FONTANA UNIFIED SCHOOL DISTRICT

Board of Education

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Superintendent of Schools

Charles Milligan, Ed.D.

January 4, 2006

To Whom It May Concern:

It is with great pleasure that I recommend Travis Wood for teaching position in your district. Mr. Wood is a 6/7/8 grade technology teacher at Truman Middle School where I am his evaluator. I have worked with Mr. Wood for three years. This year I have had the opportunity to observe him working with his students and their parents and his skills are well developed.

Mr. Wood teaches two computer classes, one video production class, one AVID (Advancement Via Individual Determination) class and three months into the current school year he was asked to take a Science 8 class because the site lost a teacher and he took the job and has done excellent.

For the past two years Mr. Wood has been the site technology support person. Whenever there is a technology issue with any computer, software, projector or broadcast equipment Mr. Wood is the one we call and he always completes the task at a very high level. When teachers have questions about how to do something with technology they call him and he gives them whatever support they need.

This year he has assisted school administration by running two staff development sessions where he taught the entire staff how to use EduSoft, a new program for analyzing student test data.

Mr. Wood communicates well with his student's parents regarding their individual progress. If a student has any issues he calls home and gets the parents involved.

Mr. Wood is a very bright and capable person and I consider him an excellent teacher in everyway. I highly recommend him for any teaching position that his credential allows him to teach. If you have any questions regarding his performance please feel free to contact me.

Sincerely,
Andrew Scherrer
Assistant Principal
Truman Middle School
(909) 357-5190

NAMGIS EDUCATION BOARD

P.O. Box 50, Alert Bay, B.C. V0N 1A0 • Tel: (250) 974-5591 • Fax: (250) 974-2475



May 5, 2000

Travis Wood
T'lisalagi'lakw School
Alert Bay, B.C.
V0N 1A0

Dear Travis,

This letter is to confirm that I have received and reluctantly accepted your resignation as a teacher at T'lisalagi'lakw School effective June 30, 2000.

During your time with us, you have made a powerful contribution to the school and community. If not for you we might still be in the horse and buggy technological age. You have risen to every challenge that your job involved and that I placed upon you. You have shown yourself to be a capable and dedicated professional and a good friend. You have inspired students and staff with your work ethic, professionalism and dedication. It has been a joy to see you mature as a teacher over the last three years. Your colleagues and I will remember you positively.

On behalf of the board, our children and T'lisalagi'lakw School, I wish to thank you for your devoted efforts on our behalf over the last three years. You have made a very noticeable contribution to the community dynamic. You will be missed.

With highest regards,

A handwritten signature in black ink, appearing to read 'R. Raesler', is written over the typed name.

R. Raesler
Principal
Per: Namgis Education Board



EDUCATION PROGRAMS

900 Fifth Street, Nanaimo,
British Columbia, Canada V9R 5S5
Tel (250) 741-2555 • Fax (250) 741-2393
<http://www.mala.bc.ca/www/discover/educate.htm>

August 8, 1997

Re: Travis Wood

To whom it may concern,

I recommend serious consideration of Travis Wood for a teaching position. Travis successfully completed the University of Victoria - Malaspina University College Partnership Teacher Education Program at Malaspina in May, 1997. As part of his program Travis prepared for and successfully completed two six week practica in his final year of the program.

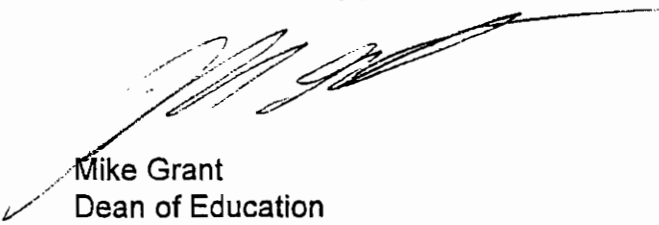
The purpose of this letter is to recognize Travis' work above the requirements for the Bachelor of Education degree and B.C. teacher certification.

Travis initiated a successful application for funding from the Government of Canada's Information Highway, Science and Entrepreneurship Program on behalf of the Malaspina Faculty of Education. As part of the application, Travis and a fellow student wrote a proposal based on a curriculum they had prepared as an assignment for our curriculum and methods course. The Malaspina Computer Camp for Thinking Kids was the only camp of its kind to be funded.

As one of the directors of the computer camp, Travis was responsible for the operation of a very successful program. He effectively carried out a variety of duties including:

- teaching computer technology skills to children of various ages and abilities;
- soliciting corporate sponsorship and support;
- establishing positive relationships with local businesses and community organizations;
- maintaining computers in a local area network;
- implementing curriculum by creating interesting and engaging lessons for students; and
- training staff in HTML programming, dismantling and reassembling computers, and other computer skills necessary for the program.

Please contact me if you require further detail on my reasons for recommending Travis for a teaching position on your staff.



Mike Grant
Dean of Education

Serving Central Vancouver Island and Powell River

**Letter of Reference for
Mr. Travis Wood
719 East Virginia Street
Rialto California
92376 Tel. 1-909-875-7777**

Reference written by:

Mr. R.E. Bannerman, Bachelor of Education
....retired Administrator/Teacher (32 years service)

Address: R.E. Bannerman
2200 Piercy Avenue,
Courtenay, B.C. V9N-3G6
tel. 1-250-334-3560
e-mail... bannermn@island.net

To Whom it may concern: It is indeed a pleasure to write a reference/letter of recommendation for Mr. Travis Wood.

I first met Travis in September 1996. He was assigned to my grade 4 classroom for his six week teaching practicum.

I was immediately impressed with his tremendous amount of computer knowledge and his ability to produce practical student/teacher uses for the computer in the classroom. Despite offers and opportunities to work outside of the school system, Travis had decided he wanted to work with students in a classroom setting. He worked hard during the six week practicum and demonstrated to both himself and those around him that he had the desire, ability and stamina to become a solid teacher. His quiet, pleasant manner and listening abilities revealed a caring, trustworthy quality that made the children comfortable....they wanted to work with him. Travis was very well prepared for each lesson and willingly tried different teaching strategies. He spent a great deal of time producing interesting computer-related activities for the students in many of the curricula areas.

Travis was very receptive to suggestions and we had, without exception, daily post-lesson discussions. Not only were the daily tasks evaluated but also many other broader topics involving the teaching profession were discussed.....a trait not always found with young student teachers.

After this successful practicum, Travis returned to Malaspina College in Nanaimo and then accepted a teaching position offered to him at Alert Bay.

**Dr. Noel Mottershead
Professor Emeritus
California State University
Chico, CA**

July 31st, 1997

Re: Mr. Travis Wood

To whom it may concern,

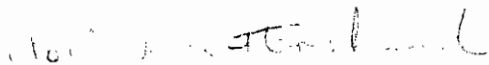
I have been asked to write a reference for Mr. Travis Wood in support of his application for a teaching position. I am happy to do so.

An outstanding qualification that Travis has is his knowledge and interest in computers. He was, at one time, engaged as a professional in assembling and repairing computers. He has since applied his skills to educational ends, and is currently engaged in presenting for Malaspina-University College a summer camp for elementary and secondary students, teaching them an understanding of the use of computers and their application to learning. This program has been very successful with very favourable response from Administration, parents, and students. Mr. Wood has shown much imagination and a practical skill he backs with enthusiasm.

Travis has in practice teaching demonstrated his ability to manage a classroom, hold the interests of students and have them achieve worthwhile learning. I feel confident in predicting that he will be a successful teacher, and certainly have no hesitation in recommending him for a post in education.

I consider him a person of high moral character, good judgment, and an easy ability to relate to other people.

Sincerely,



Dr. Noel F. Mottershead

**Mr. Walt J. Foster
4208 Solmie Road
RR#2, Ladysmith, BC
V0R 2E0**

August 2nd, 1997

RE: Travis Wood

To whom it may concern,

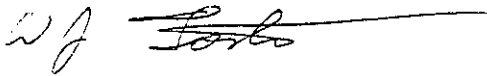
I have known Travis Wood since 1981, when he was a student at Ladysmith Secondary School. Travis has become quite versatile in computer technology during his high school and university years.

His diverse computer skills will be an asset to any school. Travis' interpersonal skills with students are commendable.

As a veteran teacher of 29 years, and having guided student teachers over the years, I have no reservation in recommending him for any teaching position.

If you wish any further information, please contact me by e-mail at wfoster@nisa.net or phone 1-250-245-3814.

Yours truly,

A handwritten signature in cursive script, appearing to read 'W.J. Foster', followed by a horizontal line.

W.J. Foster
Teacher, John Barsby Secondary School

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

22/02/20

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

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

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 checked="" type="checkbox"/>	b) Organizing curriculum to support student understanding of subject matter <i>organizing curriculum is supported by district</i>	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 checked="" 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 checked="" 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 matter.	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 checked="" 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.

Teacher Goal(s)/Objective(s):

Evaluator Comments:

Proficiency of:

1. Demonstrate knowledge of subject matter
2. Organize curriculum to support student understanding
3. Interrelate ideas and information within across all areas
4. Develop student understanding through inst strategies
5. Using materials resources and technologies to make subject matter accessible to students.

Teacher Goal(s)/Objective(s): achieve 80% in OBS, WTS, CWAL, VISITS

CS TP - 3.3 = P 3.2 = P

CS TP 3.1, 3.4, 3.5 = D

Based on feedback from FUSD with FSLC team

Support materials

OBS, VISIT

DI. Dir. Group Comp R.T.

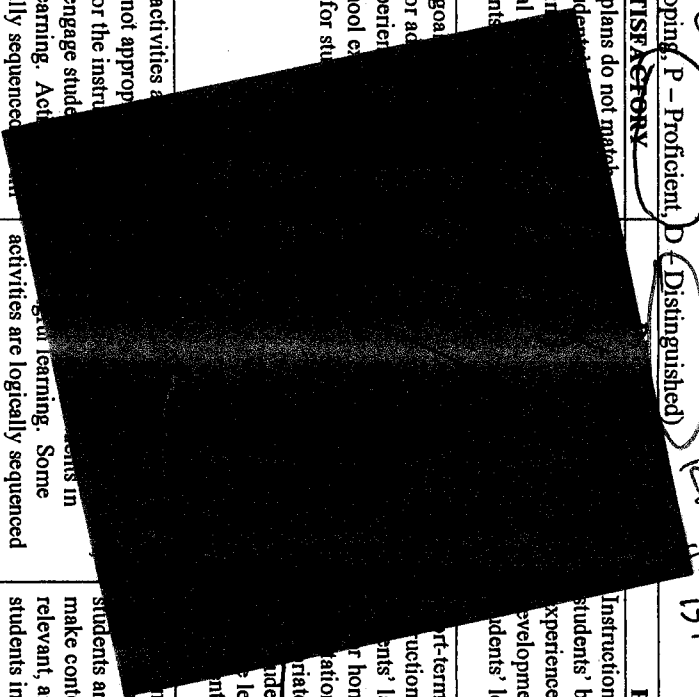
**EVALUATION DESCRIPTORS:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
STANDARD 4**

P 12/23
RJR
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 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.
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 and sequencing instructional activities & learning materials.
 4. Designing short-term and long-term plans to foster learning.

Evaluator Comments:
 Met by P to D level -
 Many to D 11-27-01 (RD)



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

12.11.07th

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 practices, checking for understanding Computer work. Advocate organizers on board, make target visible, followed.
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 content fairly, 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 least 5-7 goals, 5-7 goals, 5-7 goals and key elements + concepts targeted
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 you.
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 change see this) your "M.B.I.R.A." makes 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.

- One Standard selected by the teacher (Standard 1) Teacher's Initials RR
- 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

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 *with restriction* Release Recommendation Deferred Until Final Evaluation

Evaluator Signature R. Roth Date 3-1-02

Employee Signature Frank Wood Date 4/2/02

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**

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED	
D	Overall Rating (U – Unsatisfactory, DE – Developing, P – Proficient, D – Distinguished)	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*

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

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
D	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.
P	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.
P	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.
D	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.
D	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.

Teacher Goal(s)/Objective(s):

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

Exceeded in L.P.S -

55 passed TR12 test in week

85% passed

3/4 core had 94.4% above 70%

11 Strata 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. Diggins, web page, (unintended) notes of score graphs for credit using computer for students. 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 - March 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 Text in most reflect standards, sets a prep. HOTS, your text supports extension and "re-teaching".

4.4 - your written plans, web page, reflect effective planning for short term + long term learning. It is just in 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

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 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 students to promote 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.
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.		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.			
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.					

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

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

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

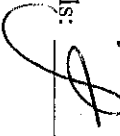
RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
P	f) Reflecting on teaching practice and planning professional development	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time 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>					


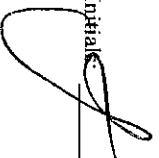
CERTIFICATED PERSONNEL EVALUATION

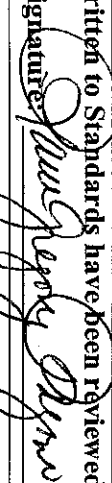
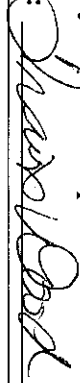
PERMANENT

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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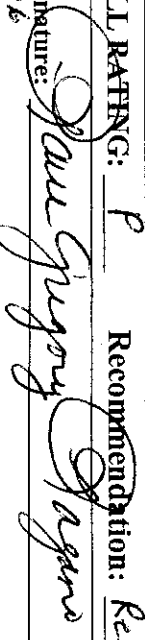
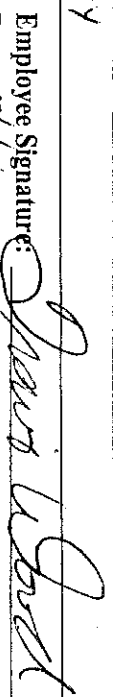
Standard selected by the evaluator: <u>5</u> Evaluator's Initials: 	Goal: Utilize a variety of data such as teacher-made tests or quizzes, observations, district tests, and California Standards Tests (CST's) to plan and modify learning activities. Information will be used to identify appropriate interventions 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.

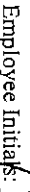
**EVALUATION DESCRIPTORS:
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
STANDARD 2**

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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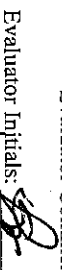
Copies: Evaluator and Employee

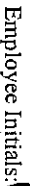
**EVALUATION DESCRIPTORS:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
STANDARD 4**

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.

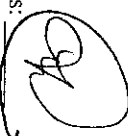
2e- Using instructional time effectively

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

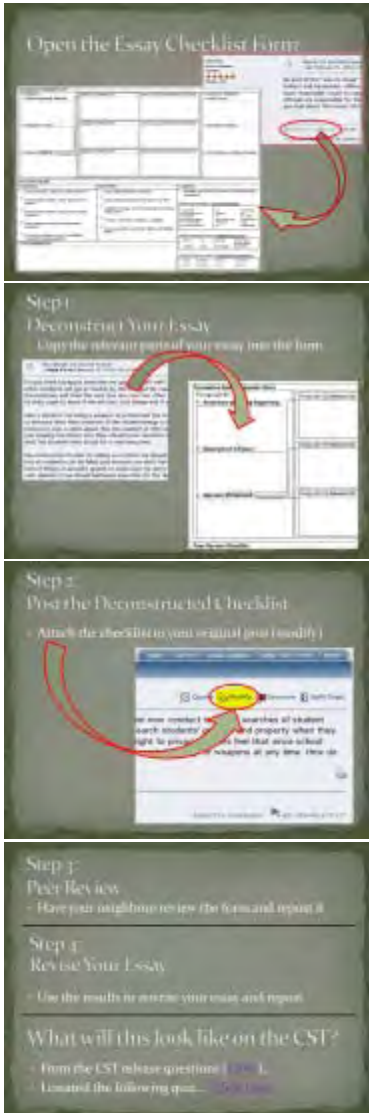
As mentioned previously, Travis organizes instructional activities to engage all students. He prepares lessons to assist students in accessing content standards through a variety of techniques including teacher-centered and student-centered activities. Travis is willing to work independently before and 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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THE LESSON (continued)	PACING	PowerPoint	Notes
<ul style="list-style-type: none"> Peers will review another student's essay using the "Checklist" and identify the key components for improvement Once the checklist is completed, students will post their feedback to the discussion forum Students will then have independent practice time to go back and revise their essay, using the provided feedback <p>Transition and Expected Behaviours:</p> <ul style="list-style-type: none"> Students will work independently and collaboratively. They will transition from the reflective checklist to revising their essays independently. <p>Closing/ Summarizing:</p> <p>What does this look like on the CST?</p>	<p>10 min.</p> <p>10 min.</p> <p>5 min.</p>		
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Guided practice Peer assisted learning 	<p>Differentiation:</p> <ul style="list-style-type: none"> Work with a stronger student 		
<p>Homework and Practice:</p> <ul style="list-style-type: none"> Complete online CST-like quiz (http://www.trumanmiddle.com/CST/WS1.6_Quiz/ws1.6.htm) 	<p>Differentiation:</p> <ul style="list-style-type: none"> Inherent to the medium of an online quiz: students may work at different paces. 		
<p>Resources and Materials:</p> <ul style="list-style-type: none"> Online thesaurus / dictionary Web based quiz Revision checklist Writing and Revising video clip 	<p>Differentiation:</p> <p>None</p>		
<p>Data Collection Strategies:</p> <p>Intervention group created in Oars</p>			
<p>Reflections:</p>			

Persuasive Essay Organizer Form

<p>Paragraph #1</p> <p>➤ Attention-grabbing beginning</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>➤ Description of issue</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>➤ Opinion Statement</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Paragraph #2 (Reason #1)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Paragraph #3 (Reason #2)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Paragraph #4 (Reason #3)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Evidence to support (details and examples)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Evidence to support (details and examples)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Evidence to support (details and examples)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>Paragraph #5 - Conclusion</p> <p>➤ Restate opinion</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>➤ Summarize 3 reasons</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>➤ Call to action or closing statement</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
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Peer Review Checklist

<p>Organization</p> <p><input type="checkbox"/> Does the beginning capture the reader's attention?</p> <p><input type="checkbox"/> Does the thesis statement clearly argue from one position?</p> <p><input type="checkbox"/> Does the thesis statement list your three principal arguments?</p> <p><input type="checkbox"/> Do the examples support one of the principal arguments?</p> <p><input type="checkbox"/> Is the writing organized logically? (cause/effect; chronological; example/analysis)</p>	<p>Word Choice</p> <p><input type="checkbox"/> Are the details sufficiently described?</p> <p><input type="checkbox"/> Did you delete details that do not relate to the topic?</p> <p><input type="checkbox"/> Are there any details that should be added to make the writing clearer?</p> <p><input type="checkbox"/> Have any words been unnecessarily repeated?</p> <p><input type="checkbox"/> Have weak, general words been replaced with detailed terms?</p>	<p>Transitions</p> <p><input type="checkbox"/> Are ideas and details connected with sophisticated transitions?</p> <p>Words that can begin a counterargument</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">I understand...</td> <td style="padding: 2px;">but</td> <td style="padding: 2px;">nonetheless</td> </tr> <tr> <td style="padding: 2px;">Some people think...</td> <td style="padding: 2px;">however</td> <td style="padding: 2px;">still</td> </tr> <tr> <td style="padding: 2px;">I understand...</td> <td style="padding: 2px;">but</td> <td style="padding: 2px;">conversely</td> </tr> <tr> <td style="padding: 2px;">Many people argue...</td> <td style="padding: 2px;">on the other hand</td> <td style="padding: 2px;">in spite of this</td> </tr> <tr> <td style="padding: 2px;">It is often thought...</td> <td style="padding: 2px;">then again</td> <td style="padding: 2px;">though</td> </tr> <tr> <td style="padding: 2px;">Some people believe...</td> <td style="padding: 2px;">yet</td> <td style="padding: 2px;">nevertheless</td> </tr> </table> <p>Words that can be used to emphasize a point</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">again</td> <td style="padding: 2px;">truly</td> <td style="padding: 2px;">especially</td> <td style="padding: 2px;">for this reason</td> </tr> <tr> <td style="padding: 2px;">to repeat</td> <td style="padding: 2px;">in fact</td> <td style="padding: 2px;">to emphasize</td> <td style="padding: 2px;">another reason</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 2px;">for example</td> </tr> </table> <p>Words that can be used to conclude or summarize</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">finally</td> <td style="padding: 2px;">as a result</td> <td style="padding: 2px;">to sum up</td> <td style="padding: 2px;">in conclusion</td> </tr> <tr> <td style="padding: 2px;">lastly</td> <td style="padding: 2px;">therefore</td> <td style="padding: 2px;">all in all</td> <td style="padding: 2px;">In the end,</td> </tr> </table>	I understand...	but	nonetheless	Some people think...	however	still	I understand...	but	conversely	Many people argue...	on the other hand	in spite of this	It is often thought...	then again	though	Some people believe...	yet	nevertheless	again	truly	especially	for this reason	to repeat	in fact	to emphasize	another reason				for example	finally	as a result	to sum up	in conclusion	lastly	therefore	all in all	In the end,
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Peer Suggestions:

Integrated Technology Lesson Plan

Name: T. Wood	School: Truman Middle School	Date:
Focus/ Topic/ Title: Effective Communication/ Critical Thinking		
Content Area: Science and Technology	Grade: 6/ 7/ 8	Duration: 50 min.
<p>Essential Questions:</p> <p>How important is communication?</p> <p>What are the elements of effective communication?</p> <ul style="list-style-type: none"> • Organization (logical arrangement and sequence) • Clarity: word choice • Correctness: rules and conventions of spelling, grammar, punctuation, usage • Perspective: recognize there are two sides to communication: Interpret messages accordingly. 	<p>Science Standards:</p> <p>Science 6) Interpret events by sequence Science 7) Communicate steps Science 8) Evaluate the accuracy and reproducibility of information</p> <p>Technology Standards:</p> <ul style="list-style-type: none"> • Students communicate the process of technological design • Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences • Students use productivity tools to collaborate in constructing technology-enhanced models • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world. <p>Language Arts Standards</p> <ul style="list-style-type: none"> • Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. • Write technical documents: <ol style="list-style-type: none"> a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. 	
<p>Assessment (summative):</p> <p>Informal:</p> <p>Students who have reproduced the model from the written procedure will have demonstrated understanding of the effective elements.</p> <p>Students will write about:</p> <ol style="list-style-type: none"> 1) The elements of effective communication, 2) How these elements influenced their level of success to create a replica of the model created. 	<p>Differentiation:</p> <p>Inherent to the activity</p>	

Integrated Technology Lesson Plan

The Lesson (Continued)	Pacing:
<p>Closing/ Summarizing:</p> <p>What are the elements of effective communication? Why were some models closer replicas to the original?</p> <p>In your writing journals this week, write about:</p> <ul style="list-style-type: none"> • How communication from the other side of the chat board influenced your level of success to create a replica of the original model. In your writing entry, be sure you have identified the elements of effective communication? 	<p>5 min.</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Model Building • Simulations • Guided Questioning 	<p>Differentiation:</p> <p>Inherent to the activity</p>
<p>Resources and Materials</p> <ul style="list-style-type: none"> • Apollo 13 movie clip • Simple Machines Lego kits • 1 computer / 2 students • Chat server software 	<p>Differentiation:</p> <p>N/A</p>
<p>Homework and Practice:</p> <p>None</p>	<p>Differentiation:</p> <p>N/A</p>
<p>Data Collection Strategies:</p> <p>None</p>	
<p>Notes/ Reflections:</p>	

NCLB TEACHER REQUIREMENTS: Certificate of

Teacher's Name: Travis Wood School/District _____

Core Academic Subject Area Assignment MULTIPLE SUBJECT

- All teachers: To become NCLB compliant you must complete the three requirements listed below.
- Middle/High school teachers: One certificate must be completed for each core academic subject taught.
- Elementary teachers: Complete one certificate for multiple subjects.

If you have questions, see the Instructions for completing the *NCLB Teacher Requirements: Certificate of Compliance*. (Sec. 3.1-3.3)

1. I have a bachelor's degree (Sec. 3.2.1)

2. I have an appropriate California Credential. (Sec. 3.2.2) Type PRELIM MS Date of issuance 10/1/01 ^{Orig.}

3. I have demonstrated core academic subject area competence by completing: (Sec. 3.2.3)

✓ Check one box to determine the appropriate option/s:

- I am a "New" to the profession teacher.
"New" elementary teachers must select Exam option.
"New" middle/high school teachers may select Exam or Coursework option.

- I am a "Not new" to the profession teacher.
"Not new" elementary teachers may select Exam or HOUSSE option.
"Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.

✓ Check one box from the option/s available.

EXAM

- I have passed a CCTC approved subject matter exam, including but not limited to CSET, MSAT, or NTE, in the core subject that I teach.

COURSEWORK

- I have completed a CCTC approved subject matter program in the core subject that I teach.
 I have an undergraduate major in the core subject I teach.
 I have an undergraduate major equivalent in the core subject I teach (32 non-remedial semester units).
 I have a graduate degree in the core subject I teach.

ADVANCED CERTIFICATION

- National Board Certification in the core subject I teach

HOUSSE

- I have completed California's High Objective Uniform State Standard of Evaluation in the core subject I teach. (See Sec. 3.3, Form 2 and/or Form 3.)

Teacher's Signature: Travis Wood Date: 10/21/05

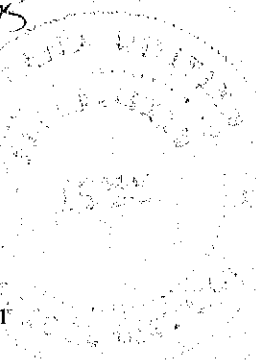
Verified by (Superintendent/designee): Sherril Black Date: 3/3/06

- ✓ Attach appropriate documentation and evidence.
- ✓ The teacher retains a signed copy of this form.
- ✓ LEAs/districts retain a signed original of this form for NCLB data reporting purposes.

This certificate relates to the following NCLB Core Academic Subject: (Check one)

- English
- Reading/Language Arts
- Mathematics
- Science
- Civics and Government
- Economics
- Arts
- Foreign Language
- History
- Geography

Self-Contained/Elementary Multiple subjects



CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD

WOOD, TRAVIS
TRUMAN
TEACHER, MIDDLE SCHOOL
TECHNOLOGY, TRACK 5

CALIFORNIA HOUSE – PART 1
Assessment of Qualifications and Experience

Teacher's Name Travis Wood

Current Core Academic Assignment MULTIPLE SUBJECT

I have accumulated the 100 Points required for the California HOUSE. (Attach evidence)

HOUSE-PART 1: PRIOR EXPERIENCE IN ASSIGNED AREA		Total Points
Experience in teaching core area - 10 pts per school year (Five years maximum) Circle years teaching this core academic subject: 1 2 3 4 <u>5</u>		50 pts Max. <u>50</u> pts
HOUSE-PART 1: CORE ACADEMIC COURSEWORK IN ASSIGNED AREA		Points
Elementary Teachers Core Academic Coursework: Select one if appropriate A. Completed 18 semester units in each of four core areas: 1) Reading/ Language Arts, 2) Mathematics and Science, 3) History and Social Sciences and 4) the Arts. - 50 pts, or B. Completed a CCTC approved Liberal Studies Waiver Program - 50 pts, or C. National Board Certification in grade span - 60 pts, or D. <u>Completed an advanced degree in teaching, curriculum instruction, or assessment in core academic area [e.g., MAT/MEd/MA/MS]</u> - 60 pts		<u>60</u> pts
Middle/High School Core Academic Coursework: Select one if applicable A. Completed CCTC-Supplementary Authorization - 50 pts., or B. Completed 15-21 Units of Core - 30 pts., or C. Completed 22-30 Units of Core - 50 pts., or D. Completed an advanced degree in teaching/curriculum/assessment in core academic area (e.g., MAT/MEd/MA/MS) - 60 pts.		
HOUSE-PART 1: STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA		Points
Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts....) <ul style="list-style-type: none"> Reading and Mathematics Professional Development Program (AB466 Training) Beginning Teacher Support and Assessment (BTSA) Programs Participate, but not yet certified, in National Board Certification program. NOTE: This list is not exhaustive. Professional development activities that are used for the HOUSE evaluation must be activities that increase teachers' knowledge of core academic subjects, are standards-aligned, sustained, intensive and classroom-focused and are not 1-day or short-term workshops or conferences. NCLB requires that the list of professional development activities is available to the public. (See Section 3.2.3.1)		(Within last six years) ____ pts
HOUSE-PART 1: LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA		Points
Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair National / State Recognition as "Outstanding Educator" in Content Area NOTE: This list is not exhaustive. NCLB requires that the list of qualified service and leadership activities is available to the public. (See Section 3.2.3.1)		____ pts

Signed by Teacher Travis Wood Date 10/21/05

Verified by LEA (Superintendent/designee) Steve Blank Date 3/3/06

- ✓ Attach appropriate documentation.
- ✓ Attach a copy of HOUSE-PART 1 to Certificate of Compliance (Form 1)
- Go to HOUSE-PART 2 (Form 3) only if more points are necessary to reach a total of 100.

Fontana Unified School District
Almeria Middle School

Travis
I enjoyed seeing you
teach the window
waster story problem.
your control & support
was solid. students on
task! good work *RR*

Supervision Memo

Date: 9-26-00

28 students

To: T. WOOD

Fr: Richard Roth-Principal, Dawn Marmo-AP, Alan Proffitt-AP

Re: Classroom Visitation/Observation

Today I Observed:

- MULTIPLES of FRACTIONS WITH OF & over head.
- Teacher directed lesson at overhead on
Fractions $\frac{2}{3} \times \frac{36}{1} = 24$ -
- * Prime #s
- * Composite number.
- ended moved about room to ple hw and
watch student work
- agenda on board (p.175 math text)
- you moved about the room checking at individual
students.
- Books we evidenced in the corner. Thank you for
supporting our school wide goals of increasing
reading and writing
- math work was evidenced. words match curriculum.

Thank you for a
nice visit!
RR

I am going to place this in your site file. I would gladly add your comments to mine.

Thank you.

Remind kids that this is the kind of problem they see on
SAT 9 test.
Begin lesson on computation in context from SAT 9

CLASSROOM OBSERVATION AND CONFERENCE FORM

EVALUATEE: Travis Wood

SCHOOL: Almeria

PROBATIONARY: 1 2

PERMANENT

SUBJECT & GRADE: 7th gr. Math/Science

ENROLLMENT: 33

PERIOD: 5th

LENGTH OF OBSERVATION: 45 minutes

ABILITY LEVEL: LOW

AVERAGE

HIGH

OTHER

Areas for Comment: Activity, equipment and materials, student response, organization,
Appearance of room, factors affecting class.

Observer's Comments on Lesson:

Students were lined up in a single file line outside the classroom door as Mr. Wood approached. Mr. Wood opened the door and stood at the door as each student entered the classroom. Once inside, students were seated at their appropriate seats. Each student had a warm up activity sheet at their desk. The title of the handout was, What Marsupial is called the "Old Man" in Australia? Mr. Wood began to verbally take attendance. Each student responded with "here" when their name was called out loud. After attendance, students were asked not to begin their worksheet and to turn their focus to the word wall. Mr. Wood asked his students to show him the x axis, the y axis, and coordinate plans. Students responded by physically making hand motions in the direction of the axis. Travis then went on to talk about other words posted on the wall, (i.e. order pairs in particular quadrants, inverse, expanded form, standard form, and exponential form.) Mr. Wood gave examples of each word in relationship to a problem and students raised their hand to share their answer. (example: expanded form of 6 squared? Student responded 6 times 6.) Once this was completed, students were asked to label their graph with the x axis and the y axis. One student at this time, asked for the handout, but Mr. Wood had to have some students share because he was short on the number of handouts he had. Mr. Wood read outloud the paragraph on the worksheet as he walked completely around the room. He then read the directions outloud as well as emphasized on the white board how to read numbers when they are inside brackets and parenthesis. Mr. Wood frequently "revisited" words on the word wall for clarification that his students understood. After the directions were read, Travis demonstrated the first two problems on the board and showed how to plot the numbers on the graph. Once this was completed, students began to work on their worksheet and plot the appropriate numbers, using the x and y axes. This lasted approximately 20 minutes. During this time, Mr. Wood walked around and helped those students who needed additional assistance or clarification. Some students began talking and the noise level increased slightly. Once this occurred, Mr. Wood asked Rocky to go to the board and erase the letter E off of SCIENCE. (the students began "SHHHHHing" each other, and knew what this meant.) Students were beginning to form a particular picture on their graph, and at this point in time, Mr. Wood asked them to put away the assignment, and complete it for homework. Travis then gave directions for all his students to take out a sheet of paper and a pencil. When this was occurring, Mr. Wood drew two number lines on the board with positive and negative numbers. He then shared with the class that they were going to play a game called GET BACK. Travis explained how to play the game. Each pair of students would receive a deck of playing cards. Certain cards represented certain things. For instance, all red cards equaled a negative number. All black cards equaled a positive number. All Kings equaled zero points. All Queens equaled 12 points, and all Jacks equaled 11 points. The object of the game is to draw a card and plot it on the number line.

The students would continue to go back and forth, moving his / her arrow trying to GET BACK to zero. Once the rules and directions were given, Mr. Wood called Kimberly to the board to help him demonstrate the play of the game. Important information was shared at this time. Each player, once it was his / her turn, needed to let their opponent know as to whether or not he / she would add or subtract the negative or positive number. The game was over once all the cards had been used. Cards and a pre-made number line sheet were passed out to each group. Some students were asked to move seats to pair up with another students. When this was occurring, the noise level increased again slightly, and the letter C from SCIENCE was then erased from the board.

Students began to play the game with one another, each taking turns picking a card, determining if it was negative or positive, making a decision to add or subtract the number, and plotting the number line. This lasted the rest of the period.

Classroom Environment and Classroom Management:

The classroom walls were colorful and appealing. There was a word wall with approximately 50 words on it. The Scientific Method was also displayed. A bulletin board also had "Science is fun, with lots of students pictures. The tables were arranged around the room connected end to end. Approximately 2-3 students were seated at each table. By the window displayed "diversity of living things." The rules to live by were also posted on the front wall. There was no evidence of student work.

Students were very well behaved and followed the directions of Mr. Wood. No major discipline problems occurred. Mr. Wood handled the noise level increases quite effectively without having a major interruption in the class learning. Students seem to know the expectations set forth by Mr. Wood. The feeling tone in the class was quite inviting and students seemed to enjoy the learning that was occurring.

Commendations / Recommendations:

1. Great Room Environment, especially seeing the word wall and making the connections between Math and Language Arts. The only thing that was not observed was student work. It is important to display student work throughout the course so they know the importance of completing their assignments, as well as, it boosts student's self esteem seeing their work on display.
2. Lesson plans are thorough and addressing the State Standards. I appreciate the hard work and time you put into your planning. It shows as you deliver your lessons to your students. Thank you for concentrating on improving students reading, writing, and numeracy. Your whole classroom reflects this. Post the standards being addressed for the day or week. This lets students know the importance of them.
3. I have observed some of the California Teaching Standards in place and know you are meeting your target. I have attached a copy of these Standards so you know where to place your focus.
4. Your lesson went at an appropriate pace and you were able to effectively move students through a variety of instructional strategies and transitions, without interruption to the learning taking place. Great job!
5. You demonstrated skills in the area of checking for student understanding, by using questions, recalls, demonstrations, and actual participation in the lesson.

6. Remember when planning, make enough handouts for all your students. The warm up activity, you did not have enough handouts and you asked students to share, but then gave them directions to finish for homework.
7. When walking around the room and monitoring students, or stopping by the tables and helping those that need the additional assistance, you may want to look up periodically to let the rest of the class know that they need to continue to stay on task and do the assignment.
8. You may want to elaborate a little more in your demonstrations at the board with the use of the number line to assist those students still having difficulty with the operations involving positive and negative integers. Especially about when to add or subtract positive and negative numbers. The GET BACK game seemed to help give the students additional practice, and they seemed to enjoy it.
9. I am quite impressed with what I have observed in your class, how you connect with your students, how you deliver your lesson, as well as, how you check for understanding. Keep up the great work.
10. Remember to create some "DOWN TIME" for yourself.

Teacher Signature: _____

Observer Signature: _____

Position: _____

Teacher's Comments:

Deen M. Magno 10-30-00
Asst. Principal

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: Travis Wood

School: Almeria

Probationary: Prob. 1

Permanent:

Enrollment: 32

Subject and Grade: 7th grade Math/Science Date: 11/30/00

Period: 3rd

Length of Obs.: 40 minutes

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

Mr. Wood greeted all his students outside the classroom. The students proceeded inside the classroom and Mr. Wood asked them to take out their homework assignment and their conference sheet that was handed to them yesterday. Mr. Wood began class with a quick refresher in changing improper fractions into whole numbers. A question was given and one student was called upon to answer. Students then began their instant activity: Daffy Questions. The questions on this assignment all pertained to changing fractions into whole numbers and then figuring out the hidden message. During this time, Mr. Wood went around and checked over students homework by giving each student a stamp on his / her assignment log if the assignment was completed. Mr. Wood gave the class approximately 15 minutes to complete the assignment. Travis then took attendance outloud by calling each student's name. He then went over the instant activity worksheet and asked outloud "What is a metric cookie?" and "What is the declaration of independence?" Students were called upon to give the answers. The first answer was a gram cracker, and the second answer was a note excusing you from school. Mr. Wood proceeded and asked if there was any questions from last night's homework. Several students responded that it was easy. Directions were then given to the students to take out their books and turn to page 320. Billy was asked to read the first part outloud while everyone else followed

along. Once the reading was completed, students were asked to look at the chart underneath the paragraph. Mr. Wood began asking questions pertaining to the chart and the stats of the players. It was then stated, "Let's find out if Lisa hits the ball $\frac{1}{3}$ of the time." Using her stats, Mr. Wood placed the numbers on the overhead using division. Students were asked how many times does 177 go into 710? Using their "estimation powers" they figured it out. Students were asked to "walk" Mr. Wood through the problem and they needed to round the answer to the nearest thousandth place. Mr. Wood review the rule about rounding and the students were able to give the correct answer. After the problem was completed, students were directed to take the other four players on the chart and convert their batting average from a fraction to a decimal, rounding the answer to the nearest thousandth. Mr. Wood went around and monitored his students' progress, as well as, assisted those who needed the additional help or clarification.

Classroom Management / Classroom Environment:

All students seemed to be engaged in the learning taking place. Majority were on task and following the directions of Mr. Wood. One boy did not have his textbook and Mr. Wood spoke to him and gave him a book to borrow.

Both Science and Math WORD WALLS were displayed. A Mars robotic system was built and on display in the back of the classroom. The rules to live by were posted and the classroom rules were written on the white board. The scientific method was hung above the Science word wall. Science pictures of students involved in science projects were visible. A variety of books were also on display by the windows.

Commendations / Recommendations:

1. You handled your class quite effectively. Your system you have in place at the beginning of class when you check homework seems to work quite well. Students are on task and doing their "instant assignment" while you go around and check their homework and mark their assignment logs.
2. You rapport with your students was evident that you cared and they seemed to respect you and enjoyed the learning and teaching that

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: Travis Wood School: Almeria
Probationary: Permanent: Enrollment:
Subject and Grade: Math /Sci. Core Date: 8-29-01
Period: 3/4 Length of Obs.: 40
Student Ability Level: Low Avg. High Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

The observation begins with students working on the Instant activity and Mr. Wood checking individual student work. His Biweekly assignment rubric that students check and assess and parent check helps him reach his CSTP goals of 1, 3 and 4.

The evidence of this observation reflects that he is meeting these goals. His planning and Subject Matter knowledge are at the Proficient and in some areas the Distinguished. He is distinguished in his use of technology for instruction and remediation and in his reporting and assessing of student performance. Students proved the problems in converting fractions. The lesson is focused on district goals and curriculum. The resources were the Prentiss hall text and evidence of Curriculum Guides being used was seen. Boards were passed out. Students said "now this is fun!" The practice was done on these white boards.

The lesson followed quality teaching practices. California Math standards were taught, reinforced and practiced in the use of long division to reach decimal equivalents and fractions. Students demonstrated this using the white boards and were engaged due to the competition of You vs. Them.

Classroom Management:

Mr. Wood greets the students outside and sets expectations for the

behavior and activities for the day. The room is safe and clean, the transitions effective. The planning is organized and evidences advanced thought. Students are well trained in the expected activities and positive behavior needed in this classroom.

Classroom Environment:

The room is safe and clean. The climate positive and organized for learning. The elements of CSTP # 2 are evidenced. The environment is one of learning and quality teaching.

Commendations/Recommendation:

Keep implementing the standards in math and science. Use data and assessment to guide your instruction.

Keep improving our students abilities to read content, write and “do” math. This will help us reach the API goals of 540 and improve student performance on district and state tests.

Keep being an advocate for your kids and keep teaching them as well as effectively you do.

Your lesson plans are professional

Based on this observation, data analysis, my informal visits and walkthroughs I have enough information to be confident that you are an extremely proficient teacher. Keep up the good work! I am glad you are a teacher at Almeria. Student Learn in your classroom. I can think of no greater compliment to you as a professional!

The signature of Evaluatee only indicates that the conference has been held.

Travis Wood
Evaluatee

8-29-01
Date

RTM
Evaluator

CLASSROOM OBSERVATION AND CONFERENCE FORM

Evaluatee: Travis Wood

School: Almeria

Probationary: Prob. 1

Permanent:

Enrollment: 32

Subject and Grade: 7th grade Math/Science

Date: 3 / 01 /01

Period: 1st

Length of Obs.: 40 min.

Student Ability Level:

Low

Avg.

High

Other

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class

Lesson:

As I entered the classroom, students were seated, quiet, and were working on their instant activity worksheet regarding rates. When Mr. Wood finished taking attendance, he began to share, discuss and review the worksheet by giving an example on the overhead on how to solve the problem, making sure they also put the rate of the problem next to the number. While students continued to work on the handout, Mr. Wood went around and checked homework. After walking around, checking homework, and monitoring students' progress, Mr. Wood again clarified that the rate needed to be part of the answer on their instant activity sheet. Students worked on their handout for approximately 30 minutes. If they did not finish the worksheet during this time, the rest needed to be completed for homework, and the collection of the sheets would occur tomorrow. Mr. Wood asked for all of his students to put the worksheet away and get out a sheet of paper for the magic trick. A quick review occurred relating to the paper pet family. Mr. Wood proceeded with his lesson and chose a student to pick a card out the deck of cards he was holding. The student was directed to show the rest of the class the card. The card was then returned to the stack. Travis asked all his students to take the number of the card and multiply it by 2; add 3 to that number; then multiply that number by 5. The students then were directed to add another number to the total depending upon what suit the card was. Mr. Wood put these on the board. Mr. Wood then shared the correct suit and number to the card and his students were amazed. He then went on to perform the trick a few more times and the students were amazed every time. Travis then took half of his class to one side and showed them how to perform the trick. These students would then pair up with someone in the other group and perform the trick with them. After two times, the student who knew how to solve the trick would tell the other student. By the way, the solution is that the total number you subtract 15 from. The first number tells you the suit and the second number tells you the number.

Classroom Management / Classroom Environment:

There was no major discipline problems. Students were engaged in learning the majority of the time. Students seemed cooperative and eager to move on in the lesson, especially wanting to find the solution to the magic card trick.

The classroom rules, rules to live by, school wide rules were posted. The agenda was written on the board. Math and Science word walls were displayed. Many books were on shelves around the room. The room was quite inviting to the eye.

Commendations / Recommendations:

I commend you teaching to the standards and focusing your lessons accordingly. Continue to have lesson plans available weekly.

I commend you for setting your expectations and having your students meet them. It is evident that this is occurring and that your students are succeeding. It is great to see you hold your students accountable for their learning.


You continuously MBWA! (Managed by walking around) Great job!!!

Your transition periods went smoothly and your students seemed to want to continue with your lessons.

Remember to focus on the California Teaching standards. You have demonstrated them effectively, but remember to continue to grow in each area.

You are a great asset to the Almeria Staff. It is a privilege to work with you. I too, have learned from your teaching. Keep up the great work.

The signature of Evaluatee only indicates that the conference has been held.



Evaluator

3-7-01

Date

Evaluatee

Dr. Green

CLASSROOM OBSERVATION

Probationary: **Permanent:** X **Employee:** Travis Wood

School: Almeria Middle School **Enrolled:** 35 **Present:** 34 **Date:** 1-28-04

Subject: Math **Level:** Regular **Grade:** 7 **Period** 4 **Min.** 45

Areas for Comment: Activity, equipment and materials, student response, organization, appearance of room, factors affecting class.

Observer's Comments:

10:05 Students are lined up outside of the classroom, they enter, boys in one line and girls in the other. They enter the room quietly and orderly, shaking hands with the student at the door.

Directions are given to complete the warm-up on the overhead.

Roll is taken.

Teacher monitors the classroom as students work on the 3 problems from the overhead.

1. Find the percent increase from 3.0 to 5.2
2. Find the missing side
3. Find the unit rate: 9 pizzas in 12 in.

10:16 Teacher tells class that when they are done with the warm-up, they are to find the square root of 73.

10:25 Teacher uses the overhead to review each of the warm-up problems. Students give correct responses to the problems.

10:27 Student was asked to write the answer to the square root of 73 on the white board.

10:30 Mr. Wood gives students a warm-up problem: a number t greater than 5 is twice 15. He passes out small markers for the individual white boards at each desk.

10:35 Students were told to hold up their white boards to show ^{their} ~~there~~ answers. They were then instructed to erase their boards and do the next problem: 38% of n is 33.44. Solve for n . Students are allowed to work together.

10:40 FIRE DRILL

Standards: Calculate the percentage of increases and decreases of a quantity (1.6)
Know relationships between sides and angles (3.4)

Materials: Transparencies, overhead projector, whiteboards.

Objectives for today's activities were clearly stated. Students were reviewing for the District assessment. The organization of the lesson showed that the procedures were carefully chosen. Transitions were smooth and the period moved along effortlessly. Directions were clearly explained to the students, some worked individually and others with partners to complete the objectives for this lesson. Activities were completed with brevity. Skills were addressed effectively utilizing a variety of teaching methods. All students were actively engaged in the assignment. They were eager to participate in discussions as well. Mr. Wood is able to have a positive influence on his students through appropriate appearance, actions, and behavior. Mr. Wood was also very visible in the classroom to provide individual assistance when needed.

Classroom Environment

The classroom is very attractive and colorful. Mr. Wood has motivational posters as well as interactive bulletin boards that make it evident that this is a math/science classroom. A Periodic Table of the Elements chart sits in the middle of the white board. There are 14 computers in the rear of the class for student use. A separate corner has been converted into a reading area, and contains a number of subject related books on display. Posted on the white board is the agenda for today:

1. Warm-up Activity
2. Attendance
3. Brief Review
4. White Board Competition

Classroom Management

Students are well behaved. Classroom routines are in place and followed by all students.

Thanks for a pleasant visit this morning.

Employee's Signature: _____

Observer's Signature: _____

Position: _____

Date: _____

Teacher's Comments:

**Harry S. Truman Middle School
CLASSROOM OBSERVATION AND CONFERENCE FORM**



TEACHER: Travis Wood

DATE: April 14, 2006

NUMBER OF STUDENTS: 32

EVALUATOR: Pagano, Paul

SUBJECT & GRADE: 7/8

ABILITY LEVEL: AVG

PERIOD: 2

LENGTH OF OBSERVATION: period

Student Work Present	Evident	Goals and Objectives	Evident
Students Engaged	Evident	Standards Posted	Evident
Cooperative Structures Used	Evident	Technology Used	Evident
Classroom Procedures	Evident	Aesthetic Environment	Evident
Transitions Used	Evident	Rules Posted/Used	Evident

Observations:

Students lined up outside the classroom prior to entering. Students were given 5 sec to stay on task, or go back outside.

11:09 – Mr. Wood used the *Show Tell* structuring devise to help students describe an *ugly woman*. Students were asked to use descriptors to add depth to their writing. Words listed included: pointy nose, mustache, yellow teeth, scars etc.

11:15- Story

11:20- Each student received a loupe and peanut. Students were asked to describe their peanut so that others may identify them. Students logged onto the computer, and began reading the story of Lenny the peanut. Students accessed www.trumanmiddle.com and entered into the Discussion Board.

11:44- Students posted their peanut description. Students were asked to read the posted descriptions and begin deducing which peanut belonged to which student.

11:52- Closure activity.

Lesson Analysis

Standard 2-Creating and Maintaing Effective Environments

Key Element: 2f-using instructional time effectively

Travis organized this lesson to perfection. Students remained engaged and worked cooperatively throughout this entire lesson. Time was spent building powerful transitions between direct instruction, and student-centered activities allowing students adequate access to curriculum. Excellent job!

Standard 4--Planning Instruction and Designing Learning Exp
Key Element: 4b-establishing and articulating goals

The tone for instruction is clearly set as students await your personal greeting when they enter your classroom. You provided clear directions for the "discussion forum" resulting in powerful conversations between your students. Each facet of this lesson was clearly articulated.

Standard 5--Assessing Student Learning

Key Element: 5f-progressing students toward academic standards

During this lesson, students posted descriptions of their peanut on a threaded discussion board. Clearly, these postings provide a quick opportunity for you to assess whether students met the requirements of the lesson. Beyond that, students used others descriptions to identify the peanut, validating use of descriptors. Overall, this was a clever activity

Outside of this observation, Travis uses extent data to ensure students succeed in his classroom. He was instrumental in developing a Staff Buy Back on Edusoft to further colleagues knowledge and application of teacher made assessments.

Strengths

- Pace of the lesson
- Use of technology – teacher and student
- Clearly articulated goals and objectives for students
- Classroom aesthetic and orderly

Teacher Signature: _____

Observer: _____

Position: _____

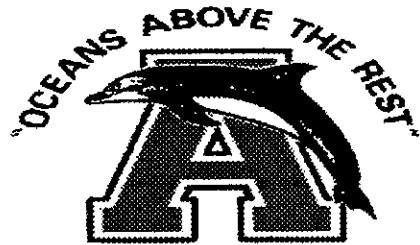
Teacher Comments:

WALK-THROUGH

FONTANA UNIFIED SCHOOL DISTRICT

Almeria Middle School

7723 Almeria Avenue • Fontana, CA 92336
Phone 909-357-5350



TO: Mr. Wood DATE: 2/3/01 TIME: 9:30

PERIOD: 3

FROM: RICHARD ROTH, PRINCIPAL
DAWN MARMO, ASSISTANT PRINCIPAL *DM*
ALAN PROFFITT, ASSISTANT PRINCIPAL

SUBJECT: CLASSROOM VISITATION/OBSERVATION

OBSERVATIONS: Pass out test & grade it - answer on overhead.
Students working on warm-up.

Continue to teach to the standards!

Outstanding Ability to Communicate

Excellent Lesson Preparation

Positive Rapport with Students

Students on Task

A Variety of Instructional Strategies

Excellent Time Management

Hands-On Learning

Teaching to the Standards

Lesson Plans Available

SAT 9/API Goals Evident

Safe and Orderly Environment

Objectives/Standards Posted

Learning from the Wall *(Word Wall)*

Perceptive/Critical Thinking Skills

Evidence of Numeracy Instruction

Evidence of Literacy Instruction

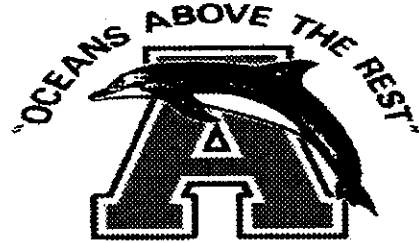
I am going to place this in your site file. I would gladly add your comments to mine. Thank you.

WALK-THROUGH

FONTANA UNIFIED SCHOOL DISTRICT

Almeria Middle School

7723 Almeria Avenue • Fontana, CA 92336
Phone 909-357-5350



TO: T. WOOD DATE: 2-13-01 TIME: 9:35am

PERIOD: 3

FROM: RICHARD ROTH, PRINCIPAL
DAWN MARMO, ASSISTANT PRINCIPAL
ALAN PROFFITT, ASSISTANT PRINCIPAL

SUBJECT: CLASSROOM VISITATION/OBSERVATION

OBSERVATIONS: Class entered and was well behaved
in roll - "Sum-Times" - practice on
"multiplying Integers" - Creative Puppets
grocery math tests

Outstanding Ability to Communicate

Positive Rapport with Students

A Variety of Instructional Strategies
Seen in other visits

Hands-On Learning

Lesson Plans Available

Safe and Orderly Environment

Learning from the Wall

Evidence of Numeracy Instruction
word wall

Excellent Lesson Preparation

Students on Task

Excellent Time Management

Teaching to the Standards

SAT 9/API Goals Evident

Objectives/Standards Posted

Perceptive/Critical Thinking Skills

Evidence of Literacy Instruction
classroom library!

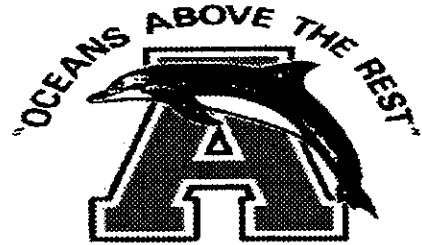
I am going to place this in your site file. I would gladly add your comments to mine. Thank you.

WALK-THROUGH

FONTANA UNIFIED SCHOOL DISTRICT

Almeria Middle School

7723 Almeria Avenue • Fontana, CA 92336
Phone 909-357-5350



TO: T WOOD DATE: 2-26-01 TIME: 10:30

FROM: RR PERIOD: 2/3
RICHARD ROTH, PRINCIPAL
DAWN MARMO, ASSISTANT PRINCIPAL
ALAN PROFFITT, ASSISTANT PRINCIPAL

SUBJECT: CLASSROOM VISITATION/OBSERVATION

OBSERVATIONS: on task - fraction practice

Expected learnings seen in practice, students
responding, knowledge & application level of problems,
connected to standards, where did you get
"math made simple"? Is it aligned? Does it work?
Independent practices teacher checking, word workshop

- | | |
|--|--|
| <input type="checkbox"/> Outstanding Ability to Communicate | <input type="checkbox"/> Excellent Lesson Preparation |
| <input type="checkbox"/> Positive Rapport with Students | <input checked="" type="checkbox"/> Students on Task |
| <input type="checkbox"/> A Variety of Instructional Strategies | <input type="checkbox"/> Excellent Time Management |
| <input type="checkbox"/> Hands-On Learning | <input type="checkbox"/> Teaching to the Standards |
| <input checked="" type="checkbox"/> Lesson Plans Available | <input type="checkbox"/> SAT 9/API Goals Evident |
| <input checked="" type="checkbox"/> Safe and Orderly Environment | <input type="checkbox"/> Objectives/Standards Posted |
| <input checked="" type="checkbox"/> Learning from the Wall | <input type="checkbox"/> Perceptive/Critical Thinking Skills |
| <input checked="" type="checkbox"/> Evidence of Numeracy Instruction | <input checked="" type="checkbox"/> Evidence of Literacy Instruction
<u>books</u> |

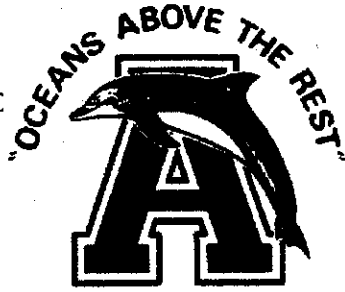
I am going to place this in your site file. I would gladly add your comments to mine. Thank you.

WALK-THROUGH

FONTANA UNIFIED SCHOOLS

Almeria Middle School

7723 Almeria Avenue • Fontana, CA 92336
Phone 909-357-5350



TO: TRAVIS WOOD DATE: 11-27-01 TIME: 9:10-9:45

PERIOD: 2/3

FROM: RICHARD ROTH, PRINCIPAL *R*
DAWN MARMO, ASSISTANT PRINCIPAL
MAXINE MCELROY, ASSISTANT PRINCIPAL
BRIAN BETTGER, ASSISTANT PRINCIPAL

OBSERVATIONS: Formal observation
well done. you met CSTP
1, 2, 3, 4 at ~~total~~ high levels.
very
We need to meet Thursday to go
over the observation. Good work

- | | |
|---|---|
| <input checked="" type="checkbox"/> Outstanding Ability to Communicate | <input checked="" type="checkbox"/> Knowledge of Subject Matter |
| <input checked="" type="checkbox"/> Positive Rapport with Students | <input checked="" type="checkbox"/> Students on Task/Engage in Lessons |
| <input checked="" type="checkbox"/> A Variety of Instructional Strategies | <input checked="" type="checkbox"/> Excellent Time Management |
| <input checked="" type="checkbox"/> Smooth Transition Periods | <input checked="" type="checkbox"/> Teaching to the State Standards |
| <input checked="" type="checkbox"/> Effective Lesson Plans | <input checked="" type="checkbox"/> SAT 9 / API Goals Evident |
| <input checked="" type="checkbox"/> Safe and Orderly Environment | <input checked="" type="checkbox"/> Objectives/Standards Posted |
| <input checked="" type="checkbox"/> Learning From the Walls | <input checked="" type="checkbox"/> Perceptive/Critical Thinking Skills |
| <input checked="" type="checkbox"/> Evidence of Numeracy Instruction | <input checked="" type="checkbox"/> Evidence of Literacy Instruction |

Reflection: Why was your teaching so effective today? *CSTP Focus*

FONTANA UNIFIED SCHOOL DISTRICT
PERSONNEL SERVICES

CERTIFICATED PERSONNEL EVALUATION

NAME: Travis Wood DATE: 12-7-00 SCHOOL: Alma
 STATUS: Probationary 1 2 Permanent OTHER _____
 PRESENT ASSIGNMENT 7th grade Math/Science DATE OF EVALUATION CONFERENCE 12-7-00

	SATISFACTORY	IMPROVEMENT NEEDED	UNSATISFACTORY
I. PUPIL PROGRESS			
A. Determines student need through the use of appropriate diagnostic techniques and tools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Develops and uses appropriate evaluation systems and techniques.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Develops and uses appropriate methods for recording student progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Given extenuating circumstances, students show reasonable academic progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. INSTRUCTIONAL TECHNIQUES AND STRATEGIES			
A. Selects a teaching strategy appropriate to the lesson objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Demonstrates understanding and use of a variety of teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Uses teaching strategies that develop higher level thinking skills, creative thinking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates principles of learning (transfer, retention, active participation, practice, reinforcement, modeling, motivation) in presenting instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Uses a variety of equipment and materials to promote learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Organizes and makes maximum use of instructional time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. ADHERENCE TO CURRICULAR OBJECTIVES			
A. Demonstrates knowledge of the curriculum and subject matter for which the employee is responsible.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Uses both long and short-range methods for planning curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Lessons consistently reflect district core curriculum guidelines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. SUITABLE LEARNING ENVIRONMENT (WITHIN TEACHER'S CONTROL)			
A. Develops and implements acceptable standards assuring the health, safety, and welfare of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Shows respect toward pupils.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Communicates high expectations to all students and promotes an orderly learning environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. PROFESSIONAL DUTIES AND RESPONSIBILITIES			
A. Adheres to district and school regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Abides by contractual agreements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Takes responsibility for extra duty assignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. IT IS RECOMMENDED THAT THIS EMPLOYEE BE:
 RE-EMPLOYED _____ RELEASED
 Page 2 must be completed for one or more needs improvement or unsatisfactory ratings above.

[Signature] 12-7-00 Travis Wood Dec 7/00
 Evaluator's Signature Date Employee's Signature Date

Employee's Comments: Attach separate Page. My signature acknowledges that I have seen and discussed this evaluation, but does not necessarily imply agreement with conclusions of the evaluator.

FONTANA UNIFIED SCHOOL DISTRICT
PERSONNEL SERVICES

CERTIFICATED PERSONNEL EVALUATION

NAME: Travis Wood DATE: 3-7-01 SCHOOL: Almeria

STATUS: Probationary 1 2 Permanent OTHER _____

PRESENT ASSIGNMENT: 7th grade Math/Science DATE OF EVALUATION CONFERENCE: 3-7-01

SATISFACTORY IMPROVEMENT NEEDED UNSATISFACTORY

I. PUPIL PROGRESS

- A. Determines student need through the use of appropriate diagnostic techniques and tools. X
- B. Develops and uses appropriate evaluation systems and techniques. X
- C. Develops and uses appropriate methods for recording student progress. X
- D. Given extenuating circumstances, students show reasonable academic progress. X

II. INSTRUCTIONAL TECHNIQUES AND STRATEGIES

- A. Selects a teaching strategy appropriate to the lesson objective. X
- B. Demonstrates understanding and use of a variety of teaching strategies. X
- C. Uses teaching strategies that develop higher level thinking skills, creative thinking. X
- D. Demonstrates principles of learning (transfer, retention, active participation, practice, reinforcement, modeling, motivation) in presenting instruction. X
- E. Uses a variety of equipment and materials to promote learning. X
- F. Organizes and makes maximum use of instructional time. X

III. ADHERENCE TO CURRICULAR OBJECTIVES

- A. Demonstrates knowledge of the curriculum and subject matter for which the employee is responsible. X
- B. Uses both long and short-range methods for planning curriculum. X
- C. Lessons consistently reflect district core curriculum guidelines. X

IV. SUITABLE LEARNING ENVIRONMENT (WITHIN TEACHER'S CONTROL)

- A. Develops and implements acceptable standards assuring the health, safety, and welfare of students. X
- B. Shows respect toward pupils. X
- C. Communicates high expectations to all students and promotes an orderly learning environment. X

V. PROFESSIONAL DUTIES AND RESPONSIBILITIES

- A. Adheres to district and school regulations. X
- B. Abides by contractual agreements. X
- C. Takes responsibility for extra duty assignments. X

VI. IT IS RECOMMENDED THAT THIS EMPLOYEE BE:

RE-EMPLOYED RELEASED
Page 2 must be completed for one or more needs improvement or unsatisfactory ratings above.

Travis is a great asset to our staff!
J. Wood 3/07/01

[Signature] 3-7-01
Evaluator's Signature Date

[Signature] 3/07/01
Employee's Signature Date

Employee's Comments: Attach separate Page.

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



The Beacon

Instructional Technology Edition

THE NEWSLETTER FOR THE TECHNOLOGY MINDED EDUCATOR

Fontana Unified School District

Educational Services Division

April 2001, Issue 1

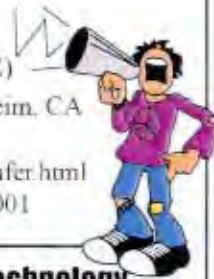
Message from the Coordinator

Welcome from the Instructional Technology Department in Educational Services. The *Beacon, Technology Edition*, will be a monthly newsletter coming to you with technology training information, interesting and informative websites, and things that are happening in the ever-changing world of technology. If you find a great website or opportunity that you feel other teachers would be interested in, send me an email with the information and we may feature it in the next issue. Each month we will also be featuring a teacher who is doing exceptional things in the classroom with technology integration. If you know of someone who fits this description, maybe yourself, just drop me an email or call. My email address is whitdd@fUSD.net or call 357-5000 extension 7056.

Upcoming Conferences

Computer Using Educators (CUE)

Spring 2001 Conference - Anaheim, CA
May 17-19, 2001
Register at: <http://www.cue.org/confer.html>
Registration Deadline: April 20, 2001



Who's Who in Instructional Technology



Jim Soutwick
Director
Middle School Ed. &
Instructional Technology
(909) 357-5000 ext. 7113

Darcy Whitney
Coordinator
Instructional Technology
(909) 357-5000 ext. 7056

Ted Phillips
Teacher On Assignment
(909) 357-5000 ext. 7053

Helene Zimmerman
Teacher On Assignment
(909) 357-5000 ext. 7052

Deanna Rojas
Senior Secretary II
(909) 357-5000 ext. 7118



Web Sightings...

<http://www.algebrahelp.com>
Great site for parents who want to help their kids with algebra, but don't understand the process. Includes link to other math sites, study tips and worksheets.

<http://www.letsfindout.com>
Designed for elementary students, this site lets children explore several subjects, many scientific in nature.

<http://www.babelfish.altavista.com/translate.dyn>
This site will allow you to translate your text into another language.



Teacher Spotlight-- Travis Wood Almeria Middle School

Travis Wood came to the Fontana Unified School District from Alert Bay, Canada. He is presently in his first year of teaching 7th grade Math/ Science at Almeria Middle School and has established himself as an innovator, effectively developing instructional strategies that add to his subject content. His effective integration of technology aligned with the standards has

proven to be very successful.

He has implemented an e-mail homework system accessible to students if they are absent from class. His "Almeria Mars" program has generated a great deal of student excitement and participation as well. This Lego-robotic device constructed in a man-made landscape can be accessed and controlled from students' home computers. Travis believes that technology is a powerful instructional tool that enables him to help improve his students' basic skills and instill in them a desire to continue to be lifelong learners.

If you would like further information, Travis can be contacted at: woodjti@fUSD.net

Digital High School As We Know It...

Both Kaiser and Citrus high school's Digital High School Grants were approved by State evaluators on March 8, 2001. Their grants will be given official approval by the State Board of Education at the State Board's April meeting.

Kaiser high school will receive \$562,200 in first year funding, while Citrus will receive \$114,300 (based upon October, 2000 CBEDS). Earlier this year, Birch High School received \$91,000 in first year funding.

All of Fontana's high schools are now participating in the Digital High School Grant program (FOHI received \$1,140,000 last spring, A.B. Miller \$1,047,000 in 1999). The only school left to be funded is Ted J. Porter School, which has an application awaiting review at the State. Porter's review is due to take place between April 23rd and May 4th. Porter's DHS grant application is for \$25,000.

For those unfamiliar with the Digital High School grant program, its purpose is to create a learning environment conducive to powerful uses of technology in the classroom. The grant requires that every classroom on the campus be connected to the Internet and that specific goals and objectives for both students and teachers are clearly defined for a period of three years.

Funding for the DHS program continues indefinitely with funding set at \$45 per student each year.

Principals' Award

To Tania Wood

For Appreciation & Thanks

Because of you our school is a better place to learn.

You have proven to me by your actions that

one person can make a difference.

I applaud you for what you have accomplished

and look forward to hearing even more great

things about you in the future.

Given This 11th day of May '01

CONGRATULATIONS AND BEST WISHES

D. Postle
Principal



Travis,

Great job on the
math test! 91.7!
you are doing a truly
fine job! Thank you
Richard

Travis:

Well done on the Test.
 $0/1 + 2/3$ 32 passed and
12 scored in the 60th%.
Thank you for the good
teaching.
Richard

Travis,

Thank you for the
visit to your room
for our Walkthrough
Training. all were
impressed with your
teaching! RBH

P.S. I attached the walkthrough handout ^{for} you.