

# CERTIFICATED PERSONNEL EVALUATION

**PERMANENT**

Name: <u>Simone Wood</u>	School: <u>Truman Middle</u>	School Year: <u>2006-2007</u>	Evaluator: <u>Joel Aviña</u>
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Contract Status: <b>Permanent</b>	Assignment: <u>6<sup>th</sup> Grade Language Arts/Science/ELD</u>
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<b>Standard selected by the teacher: 3</b> Teacher's Initials: <u>SW</u>	<b>Goal: Mrs. Wood's knowledge of subject matter supports all students in learning and is organized so students develop a deep understanding of core concepts. Content is integrated across the curriculum, previous knowledge and connections to key ideas are activated. Mrs. Wood uses varied instructional strategies and materials to make learning accessible to all students.</b>
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<b>Standard selected by the evaluator: 5</b> Evaluator's Initials: <u>JA</u>	<b>Goal: Information from a variety of ongoing assessments will be used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments will be used to adjust instruction while teaching in response to student needs.</b>
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<b>Standard selected jointly by teacher and evaluator: 6</b> Teacher's Initials: <u>SW</u> Evaluator's Initials: <u>JA</u>	<b>Goal: Mrs. Wood will continue to pursue professional development opportunities. Currently she is finishing her Master's in Educational Administration which is the last step towards earning in California Clear Credential. Date of completion is projected for January 2008. Mrs. Wood will continue to collaborate with colleagues, in PLC's, to discuss students' needs and reflect on instructional practices.</b>
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(Attach separate page, if necessary)

**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: Joel Aviña Date: 8/10/07 Employee Signature: Simone Wood Date: 8/10/07

**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.

**OVERALL RATING:** P **Recommendation:** Re-employee


Evaluator Signature: <u>Joel Aviña</u> Date: <u>4/23/08</u> Employee's Comments: Attach Separate Page	Employee Signature: <u>Simone Wood</u> Date: <u>4/23/08</u> My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.
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**EVALUATION DESCRIPTORS:  
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING  
STANDARD 3**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.

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

Evaluator Comments: Mrs. Wood's organization and sequencing of the lesson promoted an understanding of vocabulary concepts for students as well as ownership of the learning process.

Evaluator Initials: 

Employee Initials: 

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Copies: Evaluator and Employee

Revised: July 1, 2006  
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**EVALUATION DESCRIPTORS:  
ASSESSING STUDENT LEARNING  
STANDARD 5**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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: Mrs. Wood continues to work with her Professional Learning Community (PLC) team in creating common assessments.

Evaluator Initials: *ga*

Employee Initials: *aw*

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Copies: Evaluator and Employee

Revised: July 1, 2006

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

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

Evaluator Comments: Mrs. Wood has completed her Master's in Educational Administration and continues to collaborate with her Professional Learning Community (PLC) team.

Evaluator Initials: ga Employee Initials: mw

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



**TEACHER:** Simone Wood

**DATE:** April 9, 2008

**NUMBER OF STUDENTS:** 32

**EVALUATOR:** Aviña, Joel

**SUBJECT & GRADE:** Language Arts 6

**ABILITY LEVEL:** ELD 4/5

**PERIOD:** 4

**LENGTH OF OBSERVATION:** 35min

<b>Student Work Present</b>	<b>Evident</b>	<b>SOAR (Standard, Objective, Assessment Review) Posted</b>	<b>Evident</b>
<b>Students Engaged</b>	<b>Evident</b>	<b>Technology Used</b>	<b>Evident</b>
<b>Cooperative Structures Used</b>	<b>Evident</b>	<b>Aesthetic Environment</b>	<b>Evident</b>
<b>Classroom Procedures</b>	<b>Evident</b>	<b>Rules Posted/Used</b>	<b>Evident</b>
<b>Transitions Used</b>	<b>Evident</b>		

**General Observations:**

**Classroom routines/structures have been established to promote individual student learning.**

**SOAR**

**Standard:** Reading 1.0 Students use their knowledge of word origins and word relationships as well as historical and literary context clues, to determine the meaning of specialized vocabulary and understand the precise meaning of grade-level-appropriate words; Writing 1.0 Students choose the form of writing that best suits the intended purpose; Listening & Speaking 2.2 Deliver informative presentations

**Objective:** Understanding key vocabulary

**Assessment:** Monitoring student progress with posters; Discuss vocabulary meaning; Holt vocabulary and comprehension assessment

**Review:** Review vocabulary for quiz

**Strengths**

Mrs. Wood organized her lesson to promote student ownership of subject matter. Students were responsible for their own poster and all the required items for each poster were clearly communicated. A variety of strategies to increase student understanding were utilized. These included group activity, drawing of the meaning of the vocabulary word, using a dictionary to define the vocabulary word, presenting the poster to other students multiple times, and note-taking.

**Recommendations**

Mrs. Wood has established excellent routines/structures within her classroom that enable her to utilize a variety of instructional strategies with her students. Students not only enjoy participating in the learning activities, they are mastering essential standards at the same time. It is recommended that Mrs. Wood continue in this direction.

## OBSERVATION OF LEARNING

	<b>TEACHER ACTIONS</b>	<b>STUDENT ACTIONS</b>
<b>Beginning</b>	Teacher begins by explaining a group task. It is a vocabulary project where students will write their vocabulary word on top of a big piece of white paper. They will write a dictionary definition, sentence, synonym, and pictures.	Students quietly listen to directions.
<b>Next 5 min.</b>	Teacher monitors students as they work in their groups	Students get in their groups. They get a piece of poster and write their vocabulary word on their paper.
<b>Next 10 min.</b>	<p>Teacher sounds the mini drum to get students' attention. She signals students to put their hand up.</p> <p>Once she has students' attention, she explains the next few steps in the project and lets students know how much time they have left.</p> <p>Teacher sounds mini-drum; directs students to sit down. Count-down.</p>	Students stop and listen to teacher directions.

<b>Closure</b>	<p>Teacher directs presenters to stand by their posters. Then she directs the rest of students go to their own poster first. Next, teacher directs presenters to present their own poster.</p> <p>Teacher sounds the mini-drum and directs students to move on to the next group.</p> <p>Teacher sounds mini-drum, waits until she has their attention, says, "Hand signal", and then gives them directions to sit down and take out their planner and copy down the next activity.</p>	<p>Student presenters go to their posters and wait for their audience to arrive. The rest of the students go to their first station to listen to the presenter's explanation of the word.</p> <p>Students understand the cue (mini-drum) and move on to the next vocabulary word.</p>
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Teacher Signature: Simon Wood

Observer: Glenn

# CERTIFICATED PERSONNEL EVALUATION

**PERMANENT**

<b>Name:</b> <u>Simone Wood</u>	<b>School:</b> <u>Truman Middle School</u>	<b>School Year:</b> <u>2005 - 2006</u>	<b>Evaluator:</b> <u>Andrew Scherrer</u>
<b>Contract Status:</b> <u>Permanent</u>		<b>Assignment:</b> <u>6<sup>th</sup> Grade Language Arts/Science</u>	

<b>Standard selected by the teacher: 1</b> Teacher's Initials: <u>SW</u>	<b>Goal: 1 c,d:</b> Students will have opportunities fir cooperative group learning during centers including small-group guided writing, supplemental grammar activities, science exploratory activities, shared reading and computer work. Center activites will also involve critical thinking and open-ended activities to make subject matter meaningful and promote self-directed reflective learning. I will use a variety of instructional strategies including direct-teaching, independent work, small-group guided lessons, and whole-group activities.
<b>Standard selected by the evaluator: 5</b> Evaluator's Initials: <u>AS</u>	<b>Goal:</b> 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.
<b>Standard selected jointly by teacher and evaluator: 2</b> Teacher's Initials: <u>SW</u> Evaluator's Initials: <u>AS</u>	<b>Goal: 2 c, e:</b> I will clearly display classroom rules and consequences in order to promote fairness and respect. Students will follow classroom procedures that have been practiced and modeled since the beginning of the year. Students will work in cooperative groups for certain projects to in order to promote social development and group responsibility. The classroom arrangement will be designed to easily facilitiate transitions between independent and cooperative group learning. Bulletin boards and supplemental materials including books, center stations and technology will create an environment that engages all students.  (Attach separate page, if necessary)

**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:** Andrew Scherrer **Date:** 8/19/05 **Employee Signature:** Simone Wood **Date:** 8/19/05

**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"/> <b>OVERALL RATING: P - Proficient</b> <b>Recommendation:</b> <u>Re-employ</u>	
<b>Evaluator Signature:</b> <u>Andrew Scherrer</u> <b>Date:</b> <u>11-3-05</u> Employee's Comments: <u>Attach Separate Page</u>	<b>Employee Signature:</b> <u>Simone Wood</u> <b>Date:</b> <u>11-3-05</u> My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.


**ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING  
STANDARD 1**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>D</b>	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.
<b>P</b>	c) Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
<b>P</b>	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.
<b>P</b>	e) Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

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

Evaluator Comments: Mrs. Wood does an excellent job of incorporating instructional strategies that promote learning for all students.

Evaluator Initials: 

Employee Initials: 

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Revised: January 4, 2005



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

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>P</b>	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.
<b>D</b>	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.
<b>P</b>	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.
<b>D</b>	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.
<b>P</b>	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: \_\_\_\_\_

Evaluator Initials:  Employee Initials: 


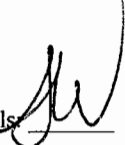
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**EVALUATION DESCRIPTIONS,  
ASSESSING STUDENT LEARNING  
STANDARD 5**

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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: Mrs. Wood knows specifics about each of her student's academic abilities and the improvements that have made.

Evaluator Initials:  Employee Initials: 

Distribution: Original: Personnel File  
Copies: Evaluator and Employee

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

**Standard 1, key element b: Using a variety of instructional strategies to respond to students' diverse needs:**

Mrs. Wood works diligently at creating lessons and incorporating appropriate instructional strategies to maximize student's opportunities to learn. She uses centers regularly to ensure student success. Centers requires a teacher who is total control of there room and Mrs. Wood demonstrates this control.

**Standard 2, key element c: Promoting social development and group responsibility**

Mrs. Wood has created an environment and developed lessons that promote student social development and group responsibility. Specifically she uses centers frequently to teach students student content and social development. During centers she runs a group of 5 to 6 students while there are five other groups completing different tasks at the different centers. She accomplished this with ease and students becoming self directed learners.

**Standard 2, key element e: Planning and implementing classroom procedures and routines that support student learning**

Mrs. Wood has created a classroom culture where all students take ownership in moving from activity to activity with no loss of instructional time. This is clear when students move from center to center.

Evaluator Initials:  Employee Initials: 

Distribution: Original: Personnel File  
Copies: Evaluator and Employee

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



**TEACHER:** Simone Wood

**DATE:** 10/25/05

**NUMBER OF STUDENTS:** 25

**EVALUATOR:** Scherrer, Drew

**SUBJECT & GRADE:** 6<sup>th</sup> Grade S.S.

**ABILITY LEVEL:** BBS, BSC, PRF

**PERIOD:** 1

**LENGTH OF OBSERVATION:** 45 min

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

**Observations:**

7:34 Students came into class and went to work on the board work.

7:40 Mrs. Wood had centers set up and students went to their assigned centers. Mrs. Wood worked with a group on reading *The Louisiana Purchase*. She gave each student in her group a post-it and two words. The students were to draw a sketch of what that word means to them.

General note: Mrs. Wood has done an excellent job of setting up centers. She is well organized and the class knows exactly what is expected. She is able to monitor the entire class from her center.

7:47 Students had to explain to Mrs. Wood what their sketches meant. She would expand on what the students said to help the students understand. Mrs. Wood also did two sketches. All of the words came from the story the students were going to read.

7:50 Students would read parts of the story and then Mrs. Wood would ask questions to clarify the reading. She would only have them read for a minute or two before talking about the reading.

7:57 Students then changed groups. The transition was quiet and smooth with very little loss of time.

Mrs. Wood went through the same procedures with the new group.

8:08 The projector went off because a student must have stepped on the power strip. Mrs. Wood calmly dealt with the situation by going up and turning on the projector and having a student finish turning it on when the light came on. There was very little loss of instructional time.

She is monitoring the entire class from her chair in the group she is running.

8:17 Groups rotated. It went very well. This was the Blue Group. They had already done what the other groups had done so they went on to the next section of the story.

*This shows that you are able to customize the lessons to each student's ability. You do an excellent job of keeping all of the different groups organized.*

### **Lesson Analysis**

#### **Standard 1-Engaging and Supporting All Students in Learning**

##### **Key Element: 1c-facilitating learning experiences**

The use of centers is an excellent way to provide opportunities for collaborative learning. It also promotes positive student interactions and learning.

##### **Key Element: 1d-engaging students in problem solving**

Students at your center were provided with great opportunities to think, discuss, interact, and learn the material. The centers allow you to work on a 5 to 1 ratio instead of 30 to 1.

#### **Standard 2-Creating and Maintaining Effective Environments**

##### **Key Element: 2c-promoting social development**

The centers provide students great opportunities to develop their social skills.

##### **Key Element: 2e-planning and implementing classroom procedures**

Your classroom has clear procedures and maximizes instructional time.

#### **Standard 5-Assessing Student Learning**

##### **Key Element: 5d-using the results of assessment**

What will you do with the information you gained from this activity?

### **Strengths**

- Centers. You have set-up a great system to promote learning for all.
- Classroom procedures.
- The climate of trust and respect you have created.
- The use of technology.
- Your room is the student's room, they have ownership.

### **Recommendations**

- Continue to teach with passion.

Teacher Signature: Simone Wood

Observer: Andi Sher

Position: Asst. Principal

Teacher Comments:

# CERTIFICATED PERSONNEL EVALUATION

**NON-PERMANENT**

<b>Name:</b> Simone Wood	<b>School:</b> Almond Elementary	<b>School Year:</b> 2003/04	<b>Evaluator:</b> Joy Martin
<b>Contract Status:</b> Intern		<b>Assignment:</b> 2 <sup>nd</sup> Grade	

<b>Standard selected by the teacher:</b> <u>5</u> Teacher's Initials: _____	<b>Goal:</b> See Attached
<b>Standard selected by the evaluator:</b> <u>2</u> Evaluator's Initials: <u>JM</u>	<b>Goal:</b> See Attached
<b>Standard selected jointly by teacher and evaluator:</b> <u>6</u> Teacher's Initials: _____ Evaluator's Initials: <u>JM</u>	<b>Goal:</b> See Attached <small>(Attach separate page, if necessary)</small>

**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:** Joy Martin **Date:** 8/19/03 **Employee Signature:** Simone Wood **Date:** 8/19/03

**RATINGS: D-Distinguished:** Exceeds California Standards for the Teaching Profession **DE-Developing:** Developing to meet California Standards for the Teaching Profession.  
**P-Proficient:** Meets California Standards for the Teaching Profession **U-Unsatisfactory:** Does Not Meet California Standards for the Teaching Profession

<b>Check Appropriate Box:</b> <input type="checkbox"/> 1 <sup>st</sup> Evaluation Rating <input type="checkbox"/> 2 <sup>nd</sup> Evaluation Rating	<input type="checkbox"/> <b>OVERALL RATING:</b>	<b>Recommendation:</b>
<b>Evaluator Signature:</b> _____ <b>Date:</b> _____ Employee's Comments: Attach Separate Page		<b>Employee Signature:</b> _____ <b>Date:</b> _____ My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.

**Simone Wood**

**Goals and Objectives:**

*Standard selected by teacher: 5*  
*Assessing Student Learning*

I will establish and clearly communicate learning goals for all students. I will collect information about student performance from a variety of sources. I will involve all students in assessing their own learning. When planning, I will use information from a variety of ongoing assessment and adjust learning opportunities that promote academic achievement and personal growth for all students. I will exchange information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.

- Element of growth: I would like to involve my students in more of their own self-assessment through rubrics, portfolios and presentations.

*Standard selected by Administrator: 2*  
*Creating and Maintaining Effective Environments for Student Learning*

I will create a physical environment that engage all students in purposeful learning activities, and encourages constructive interactions among students. I will maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. I will encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. I will make effective use of instructional time through class procedures and routines.

- Element of growth: I would like help in pacing my lessons/activities to meet the needs of my lower-achieving learners, while still providing extension activities for my higher achieving students. (Help with planning differentiated instruction opportunities)

*Standard selected by Administrator/Teacher jointly: 6*  
*Developing as a Professional Educator*

I will establish professional learning goals, and pursue opportunities to develop professional knowledge and skill. I will complete my finish my last clear credential courses to move from a preliminary credential to a clear credential. I will continue to learn and work with technology in the role of Technology Support for Almond Elementary. I will work effectively with staff members to help them in their technological endeavors. I will communicate effectively with families and involve them in student learning and the school community. I will contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. I will balance professional responsibilities and maintain motivation and commitment to all students.

- Element of Growth: I would like to encourage more parents to become involved in the school community and involve them in student learning.

*Simone Wood 8/19/03*  
*SW 8/19/03*

# CLASSROOM OBSERVATION AND CONFERENCE FORM

PROBATIONARY 1  2  ENROLLMENT 20 EVALUATEE Simone Wood

PERMANENT  PRESENT 19 SCHOOL Almond Elementary School

GRADE & SUBJECT 2<sup>nd</sup> Grade - Writing DATE 10/8/03

LENGTH OF OBSERVATION 60 Minutes

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

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Observer's Comments:

See Attached

Teacher Signature Simone Wood

Observer Joy Martin Position Principal

Date: 10/8/03

TEACHER COMMENTS:

Simone Wood  
Formal Classroom Observation  
October 8, 2003

The students were transitioned to the carpet in an orderly manner by the table groups. Mrs. Wood gave the objective for the writing lesson. She said they would be working on one student's story to add juicy details and voice. She reviewed what they should be listening for as the student read her story aloud. She asked the student to read aloud her story. When she was finished Mrs. Wood had the student's share the parts of the story they liked aloud with the group. She emphasized that they were looking for a writing score of 4 or 5 using the writing rubric. The rubric was displayed on a large poster for the students to refer to.

Next Mrs. Wood told the students they were going back to their seats and together they were going to look at another student's writing and edit the story to change it from a 3 story to a 4 or 5. The students went back to their seats quickly and quietly. Mrs. Wood had prepared the story so it could be projected and the changes could be made using the computer. The students used the green, yellow, and red colors of the step-up to writing strategy for teaching writing. After editing the story the student next moved to independent practice time. They took out their writing folders and were given clear directions to edit their own stories in this same way.

The teacher began conferencing with students about their writing. She gave them specific feedback about their writing as she conferenced. Some students chose to work at the table with the teacher to get extra help.

#### COMMENTS:

- Excellent lesson. The students are clear about the expectations for the quality of their writing by reviewing the rubric and ensuring they are familiar with it.
- The class was engaged throughout this lesson. This was apparent by the enthusiastic participation during the rewriting of the story.

Simone Wood  
Formal Classroom Observation  
October 8, 2003

- There are many good resources displayed all over the classroom. The students used the resources as they worked. Writing by the students is also predominantly displayed.
- The atmosphere you have created in the room is relaxed but academic. The students are comfortable asking questions and are serious about learning. They help each other in a cooperative way.
- Plans are very well done.

CLASSROOM OBSERVATION AND CONFERENCE FORM

PROBATIONARY 1  2  ENROLLMENT 21 EVALUATEE Simone Wood

PERMANENT  PRESENT 20 SCHOOL Almond Elementary School

GRADE & SUBJECT 2<sup>nd</sup> Grade - Writing DATE 12/03/03

LENGTH OF OBSERVATION 35 Minutes

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

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Observer's Comments:

See Attached

Teacher Signature Simone Wood

Observer Jay Martin Position Principal

Date: 12/3/03

TEACHER COMMENTS:

Simone Wood  
Formal Classroom Observation  
December 3, 2003

The students were individually reading aloud to themselves the decodable book "Waldo's Amazing Show" from the second grade Open Court series. The teacher gave directions to stop reading. The class made an easy transition to the carpet area. They were called by table group to join the teacher there.

Simone reminded them they had started expository writing yesterday. She reviewed how it was different from narrative writing which they had just finished. She led them to read aloud the expository paragraph they had written together yesterday.

Next, Simone shared that she had written a new paragraph but it was all jumbled up. She effectively led the students to unjumble the sentences. She guided students to explain their responses in more depth as they worked through the exercise. The students were eager to share their ideas and comfortable doing so. They were engaged in the lesson throughout. A pocket chart and sentence strips were used to make manipulation of the paragraph easy. The students were clear about what the expectations were for participation in this lesson. She explained that this paragraph would be part of center time later and they would have a chance to put it together again.

Next Simone gave the students a list of good beginnings for expository writing. She reviewed the list and talked about each one. The students read aloud the beginnings with her. This chart was to become a resource for writing.

Mrs. Wood gave directions to go back to their seats and take out their whiteboards. She said she was going to give them some practice in writing topic sentences using expository beginnings. This transition was made effortlessly. The students were ready to start immediately. She gave the idea "learning to read." Students were to write on their white board a good topic sentence using that phrase and a good beginning. After an appropriate time Mrs. Wood let volunteers share their sentences aloud. This process was repeated.

Simone Wood  
Formal Classroom Observation  
December 3, 2003

Finally she shared a list of transition words for expository writing. This list was up on the bulleting board as a reference. She discussed the writing assignment for today. The topic was to be "what makes a good student." Paper was passed out and students began writing as the teacher walked around and monitored.

I left the classroom.

COMMENTS:

- The pacing of the many elements of this lesson was excellent. You are skillful at breaking down a difficult concept into small segments that are easier for the children to grasp. Therefore, many students feel successful often throughout the lesson.
- You are to be commended for your dedication to learning new techniques for delivering quality instruction. It is clear that your students are making good progress in the area of writing.

# CERTIFICATED PERSONNEL EVALUATION

**NON-PERMANENT**

<b>Name:</b> Simone Wood	<b>School:</b> Almond Elementary	<b>School Year:</b> 2003/04	<b>Evaluator:</b> Joy Martin
<b>Contract Status:</b> Intern		<b>Assignment:</b> 2 <sup>nd</sup> Grade	

<b>Standard selected by the teacher:</b> <u>5</u> Teacher's Initials: _____	<b>Goal:</b> See Attached
<b>Standard selected by the evaluator:</b> <u>2</u> Evaluator's Initials: _____	<b>Goal:</b> See Attached
<b>Standard selected jointly by teacher and evaluator:</b> <u>6</u> Teacher's Initials: ____ Evaluator's Initials: ____ <small>(Attach separate page, if necessary)</small>	<b>Goal:</b> See Attached

**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:** \_\_\_\_\_ **Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**RATINGS:** **D-Distinguished:** Exceeds California Standards for the Teaching Profession **DE-Developing:** Developing to meet California Standards for the Teaching Profession.  
**P-Proficient:** Meets California Standards for the Teaching Profession **U-Unsatisfactory:** Does Not Meet California Standards for the Teaching Profession

<b>Check Appropriate Box:</b> <input checked="" type="checkbox"/> 1 <sup>st</sup> Evaluation Rating <input type="checkbox"/> 2 <sup>nd</sup> Evaluation Rating	<input checked="" type="checkbox"/> <b>OVERALL RATING:</b> P - Proficient	<b>Recommendation:</b>
<b>Evaluator Signature:</b> <u>Joy Martin</u> <b>Date:</b> <u>12/12/03</u> <b>Employee's Comments:</b> Attach Separate Page	<b>Employee Signature:</b> <u>Simone Wood</u> <b>Date:</b> <u>12/12/03</u> 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**

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

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>D</b>	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.

Evaluator Comments: Simone demonstrates a clear focus for the class. She is superbly well-organized and her class is never without direction. She shows a keen awareness in breaking down lessons into appropriate segments and then reading her students to make adjustments while teaching.



**EVALUATION DESCRIPTORS:**

**DEVELOPING AS A PROFESSIONAL EDUCATOR**

**STANDARD 6**

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

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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

Evaluator Comments: Simone has taken on the role of site GATE Coordinator and also Site Technology Coach. She has been willing to share her time and knowledge with the staff in these areas.

# CLASSROOM OBSERVATION AND CONFERENCE FORM

PROBATIONARY 1  2  ENROLLMENT 21 EVALUATEE Simone Wood

PERMANENT  PRESENT 20 SCHOOL Almond Elementary School

GRADE & SUBJECT 2<sup>nd</sup> Grade - Hampton Brown DATE 1/28/04

LENGTH OF OBSERVATION 30 Minutes

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

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Observer's Comments:

See Attached

Teacher Signature Simone Wood

Observer Jay Martin Position Principal

Date: 1-28-04

TEACHER COMMENTS:

Simone Wood  
Formal Classroom Observation  
January 28, 2004

The students were seated on the carpet with the teacher. Mrs. Wood began the ELD lesson with a poem called "Clouds and Rain." It included hand motions. The students eagerly recited the poem aloud together. Next Mrs. Wood passed out the words to the song "The ants go Marching." The students enthusiastically sang the song with motions led by the teacher. The colorful posters for the poem and the song were posted for the students to use as a reference.

After the opening, Mrs. Wood told the students that today they would be talking about family trees. She reminded them that some of them had read the book "Families" in their guided reading group. Those students would be able to help others. A family tree with pictures was illustrated on the white board. Mrs. Wood referred to it to explain how families are put together. She talked some about step-parents and how they fit into the family tree. She told the students that today they would be making their own family trees. After answering several questions Mrs. Wood had the students return to their seats to begin. This transition was made smoothly and the students began working at once. The teacher walked around the room giving help and encouragement to students as needed. As the students needed words spelled such as daughter and maternal, Mrs. Wood made a list on the whiteboard for them to refer to.

They interacted with their table partners chatting about their families as they worked. They used the new vocabulary as they talked. Mrs. Wood gave verbal praise and validated each child's efforts to explain his/her family unit.

#### COMMENTS:

- The students were focused and on task throughout the ELD lesson. They obviously enjoyed what they were learning and participated eagerly.
- The value you gave to those untraditional family units made the students with that issue feel comfortable sharing and exploring their family trees.

# CERTIFICATED PERSONNEL EVALUATION

**NON-PERMANENT**

<b>Name:</b> Simone Wood	<b>School:</b> Almond Elementary	<b>School Year:</b> 2003/04	<b>Evaluator:</b> Joy Martin
<b>Contract Status:</b> Probationary 2		<b>Assignment:</b> 2 <sup>nd</sup> Grade	

<b>Standard selected by the teacher:</b> <u>5</u> Teacher's Initials: _____	<b>Goal:</b> See Attached
<b>Standard selected by the evaluator:</b> <u>2</u> Evaluator's Initials: _____	<b>Goal:</b> See Attached
<b>Standard selected jointly by teacher and evaluator:</b> <u>6</u> Teacher's Initials: ____ Evaluator's Initials: ____	<b>Goal:</b> See Attached  (Attach separate page, if necessary)

**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:** \_\_\_\_\_ **Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**RATINGS: D-Distinguished:** Exceeds California Standards for the Teaching Profession **DE-Developing:** Developing to meet California Standards for the Teaching Profession.  
**P-Proficient:** Meets California Standards for the Teaching Profession **U-Unsatisfactory:** Does Not Meet California Standards for the Teaching Profession

<b>Check Appropriate Box:</b> <input type="checkbox"/> 1 <sup>st</sup> Evaluation Rating <input checked="" type="checkbox"/> 2 <sup>nd</sup> Evaluation Rating	<input checked="" type="checkbox"/> <b>OVERALL RATING:</b> P - Proficient	<b>Recommendation:</b> Re-employ
<b>Evaluator Signature:</b> <u>Joy Martin</u> <b>Date:</b> <u>5/10/04</u> Employee's Comments: Attach Separate Page	<b>Employee Signature:</b> <u>Simone Wood</u> <b>Date:</b> <u>5/10/04</u> 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**

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

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b><u>P</u></b>	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.
<b><u>D</u></b>	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.
<b><u>D</u></b>	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.
<b><u>D</u></b>	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.
<b><u>P</u></b>	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.
<b><u>P</u></b>	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.

Evaluator Comments: Mrs. Wood's classroom management is superbly well-organized and is almost never without direction. She maintains a uniquely supportive atmosphere that encourages student participation.

**EVALUATION DESCRIPTORS:**

**DEVELOPING AS A PROFESSIONAL EDUCATOR  
STANDARD 6**

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

<b>RATING</b>	<b>KEY ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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

Evaluator Comments: Mrs. Wood has taken on the responsibilities of Site Technology Coach and GATE Site Coach. She has performed both of these duties with professionalism while maintaining the quality and effectiveness of her instructional programs.

**CERTIFICATED PERSONNEL EVALUATION**

**NON-PERMANENT**

Name: Simone Wood	School: Tokay Elementary School	School Year: 2002-2003	Evaluator: Matthew Lewis
Contract Status: Probationary 1		Assignment: 2 <sup>nd</sup> Grade C Track	

<b>Standard selected by the teacher: 4</b> Teacher's Initials: <u>SW</u>	<b>Goal:</b> I will plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. I will establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. My lesson plans will reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. I will modify and adjust instructional plans according to student engagement and achievement.
<b>Standard selected by the evaluator: 5</b> Evaluator's Initials: <u>ML</u>	<b>Goal:</b> I will establish and clearly communicate learning goals for all students. I will collect information about student performance from a variety of sources. I will involve all students in assessing their own learning. When planning, I will use information from a variety of ongoing assessments and adjust learning opportunities that promote academic achievement and personal growth for all students. I will exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.
<b>Standard selected jointly by teacher and evaluator: 6</b> Teacher's Initials: <u>SW</u> Evaluator's Initials: _____	<b>Goal:</b> I will continue to work towards my Clear Credential this school year through the CalStateTeach program. My anticipated end date is June 2003. This program provides ample opportunities for self-reflection through observations and portfolios. As well I will continue to take advantage of any seminars or workshops provided by FUSD, and to work with my colleagues to meet students' needs. I will work to improve communication with parents and families through weekly progress reports, notes home, and email. I have provided all parents the opportunity to reach me through my website <a href="http://www.caleducator.com">www.caleducator.com</a> . (Attach separate page, if necessary)

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: Matthew Lewis Date: 04/22/03 Employee Signature: Simone Wood Date: 04/22/03

**RATINGS: D-Distinguished:** Exceeds California Standards for the Teaching Profession    **DE-Developing:** Developing to meet California Standards for the Teaching Profession.  
**P-Proficient:** Meets California Standards for the Teaching Profession    **U-Unsatisfactory:** Does Not Meet California Standards for the Teaching Profession

Check Appropriate Box: <input type="checkbox"/> 1 <sup>st</sup> Evaluation Rating <input checked="" type="checkbox"/> 2 <sup>nd</sup> Evaluation Rating	<input type="checkbox"/> <b>OVERALL RATING:</b> P - Proficient	<b>Recommendation: Re-employ</b>
Evaluator Signature: <u>Matthew Lewis</u> Date: <u>04/22/03</u> Employee's Comments: Attach Separate Page	Employee Signature: <u>Simone Wood</u> Date: _____ 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:**  
**PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**  
**STANDARD 4**

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

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.
<b>P</b>	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.

Teacher Goal(s)/Objective(s):

I will plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. I will establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. My lesson plans will reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. I will modify and adjust instructional plans according to student engagement and achievement.

Evaluator Comments:

Your instruction and planning should continue to revolve around effective instructional strategies. The ability of your students is reflected in the modification of your instruction, which is clearly meeting their educational needs.



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

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

RATING	KEY ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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
<b>P</b>	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

**Teacher Goal(s)/Objective(s):**

I will continue to work towards my Clear Credential this school year through the CalStateTeach program. My anticipated end date is June 2003. This program provides ample opportunities for self-reflection through observations and portfolios. As well I will continue to take advantage of any seminars or workshops provided by FUSD, and to work with my colleagues to meet students' needs. I will work to improve communication with parents and families through weekly progress reports, notes home, and email. I have provided all parents the opportunity to reach me through my website [www.caleducator.com](http://www.caleducator.com).

**Evaluator Comments:**

Continue to communicate with parents, students, and staff members on effective instructional strategies. Reflect and share your knowledge and effective instruction with others to continue your growth as an educator and the ability of your students to meet grade level standards.