

Nampa School District 131
Summative Evaluation – General Ed/Special Ed
Form C-1

Certificated Employee: [REDACTED] Building: [REDACTED] Grade/Subject: [REDACTED]

Components observed during the observation(s):

Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation		U	B	P	D	Not Observed
1a	Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> Weekly agenda posted on right side of front wall in classroom. Agenda for the next couple of weeks are clearly posted on a smaller whiteboard. The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. 			X		
1b	Demonstrating knowledge of students <ul style="list-style-type: none"> The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. 		X			
1c	Selecting instructional outcomes <ul style="list-style-type: none"> Agenda is clearly posted on front whiteboard. Learning Target: I can....1) compile previous knowledge into a culminating project. 2) follow the expectations of the rubric. [REDACTED] provided a lesson plan outline. The stated goal for today: ...have students get familiar with expectations and seeing a rubric. Outcomes are related to "big ideas" of [REDACTED] content. 			X		
1d	Demonstrating knowledge of resources <ul style="list-style-type: none"> [REDACTED] asks students to go into Microsoft Teams to take a short survey (made in Forms), then to continue working on their China Travel Brochure. A rubric is referenced and students are encouraged to look over the rubric to make sure their brochure meets the requirements. Rubric is presented via projector at front of classroom. [REDACTED] asks students to open up Microsoft Teams and to find the Assignment tabs and open Google Tour assignment. (directions are projected on front screen as well). Student is heard saying "this is the best day ever..." as he used Google Earth to find and search out different things. 			X		
1e	Designing coherent instruction <ul style="list-style-type: none"> Agenda for the next couple of weeks are clearly posted on a smaller whiteboard. Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. 			X		
1f	Designing student assessment <ul style="list-style-type: none"> Assessment results are used to plan for whole class rather than individual student needs. 		X			
Domain 2: The Classroom Environment						
2a	Creating an environment of respect and rapport <ul style="list-style-type: none"> [REDACTED] takes attendance while students think about the QOTD (Question of the Day- What are you going to be for Halloween?). [REDACTED] asks 3-4 students to share what they will be for Halloween. One student shares about her being a character from the movie Grease and [REDACTED] says [REDACTED] tried that last year and it didn't work out so well. Students are observed giggling about this statement. [REDACTED] is seen kneeling next to students to help them work on assignment. Student is asked "how are tumbleweeds a part of China?" student says that another student's hair has been compared to a tumbleweed and [REDACTED] asks students questions about his brochure and gives feedback. [REDACTED] begins class by showing a picture of Teenage Ninja Turtles and ties the "names" of the turtles to what is being discussed in today's lesson. Student drawings are posted on a bulletin board next to [REDACTED] desk and work is posted on left side of room on wall. 			X		

2b	Establishing a culture for learning <ul style="list-style-type: none"> Student who does not have their device is given a book and a worksheet in order to take notes so they "don't fall behind". [redacted] – "you have plenty of time to work on this without it being homework." Student complains about having to do the work and [redacted] continues to ask questions. Student continues to complain and [redacted] states "I believe you can do it." Student is heard saying "this is the best day ever..." as he used Google Earth to find and search out different things. 			X		
2c	Managing classroom procedures <ul style="list-style-type: none"> Students enter classroom and put down chairs. [redacted] takes attendance while students think about the QOTD (Question of the Day- What are you going to be for Halloween?). Bell rings and students are observed putting up materials, some finishing their work and overall cleaning up areas. Students asks to use the bathroom and [redacted] replies "get the hall pass". Student returns from bathroom and wipes down the hall pass with disinfectant. Student who does not have Teams works with a partner (which she does on her own). Bell rings and students are observed pushing in chairs and leaving as [redacted] tells students to have a good day. 		X			
2d	Managing student behavior <ul style="list-style-type: none"> [redacted] reminds students to continue working on their project and to check the rubric. He also discusses the survey (which asks students about their project and anticipated grade). [redacted] is observed continually moving around classroom, helping students as needed. Posters highlighting the 4 R's (Respect, Responsibility, Readiness and Relationships) are located on walls. Student is looking up Horrible Histories via Youtube and [redacted] asks "why" and if he "has headphones." Student responds he does not have headphones and [redacted] lets him as he doesn't want him to play video. [redacted] checks work and comments regarding progress. During time allowed for work, students behavior is overall appropriate fo activity. 		X	X		
2e	Organizing physical space <ul style="list-style-type: none"> Classroom is setup in modified rows with room between every three seats to walk through. Classroom is setup in rows facing forward and students use devices to complete assignment. 			X		
Domain 3: Instruction						
3a	Communicating with students <ul style="list-style-type: none"> [redacted] gives a quick overview of what will be accomplished today. Agenda is clearly posted on front whiteboard. [redacted] helps students work on the technological pieces of the assignment, as well as the knowledge portions. [redacted] gives overview of what will be worked on tomorrow. Student asks how to save brochure and [redacted] gives verbal directions. [redacted] asks students to open up Microsoft Teams and to find the Assignment tabs and open Google Tour assignment. (directions are projected on front screen as well). Students are asked to go to Google Earth and wait for further instructions. Students who are using a piece of paper are asked to look at the screen as [redacted] walks through students on what they are trying to accomplish. [redacted] gives directions on how to use Google Earth and the features needed for today. "the first item I want you to search for is this... (Catedral del Santa Maria del Fiore)...once you get to that building... (student is having issues with platform and [redacted] tries to fix)..." "Everybody, let's look back at our assignment...everyone go back to the Word document.. [redacted] reviews the questions that are needed answered and gives examples). Student asks clarification on what she is supposed to do and [redacted] confirms she is correct in next steps. 			X		

3b	<p>Using questioning and discussion techniques</p> <ul style="list-style-type: none"> • [REDACTED] moves about room to ask students about progress and why they thought they would get the grade they communicated. • Students are asked to infer or guess as they complete the various questions. • "Hey class, what are these (students – stained glass windows) / (teacher – what are they used for) / (students – to tell stories). 		X		
3c	<p>Engaging students in learning</p> <ul style="list-style-type: none"> • Students are observed in different places – some working on their brochure, some chatting quietly. • "I am going to show you a particular location on Google Earth...take one minute to look at it and I'll time you...think to yourself about what you see...I will give you 8 minutes to answer the questions on your sheet." • [REDACTED] asks students to search another location (Chapel de Medici) and gives directions on what to look for and how long. • Students are asked to look at the Sistene Chapel and look at the various art displayed. 		X		
3d	<p>Using assessment in instruction</p> <ul style="list-style-type: none"> • [REDACTED] asks students to go into Microsoft Teams to take a short survey (made in Forms), then to continue working on their China Travel Brochure. A rubric is referenced and students are encouraged to look over the rubric to make sure their brochure meets the requirements. Rubric is presented via projector at front of classroom. 			X	
3e	<p>Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • [REDACTED] uses a timeline on the right whiteboard in order to explain how time fits into the project. • Students cannot find assignment and [REDACTED] discovers that the assignment was not pushed out to students in this period. [REDACTED] fixes this and students are able to access after refreshing page. [REDACTED] takes the appropriate time to make sure everyone has access and three students are given a piece of paper as they does not have Teams. 			X	
Domain 4: Professional Responsibilities					
4a	<p>Reflecting on teaching</p> <ul style="list-style-type: none"> • [REDACTED] works collaboratively with grade-level/content colleague and is able to make suggestions on how to modify plans for future student success. 			X	
4b	<p>Maintaining accurate records</p> <ul style="list-style-type: none"> • Student assessment data is used to support learning and gradebook is updated regularly to provide information to families 			X	
4c	<p>Communicating with families</p> <ul style="list-style-type: none"> • Communication through email and phone is documented 			X	
4d	<p>Participating in a professional community</p> <ul style="list-style-type: none"> • [REDACTED] regularly meets with grade-level/content teacher in order to collaborate and ensure consistency. • [REDACTED] is an assistant track coach and has helped out at basketball games. 			X	
4e	<p>Growing and developing professionally</p> <ul style="list-style-type: none"> • [REDACTED] takes advantage of school & district professional development in order to improve instructional practices. 			X	
4f	<p>Showing professionalism</p> <ul style="list-style-type: none"> • [REDACTED] adheres to school, district & state regulations and is honest in his dealing with colleagues and community members. 			X	

GROWTH IN STUDENT ACHIEVEMENT (Check indicator to be used below):

- ☐ ISAT Scores ☐ Formative Assessments ☐ AP Exams
☒ Teacher-constructed Assessments of Student Growth ☐ Pre and Post Tests ☐ CTE Exams
☐ Performance-Based Assessments ☐ IRI test results ☐ College Entrance Exams
☐ District Adopted Assessments ☐ End of Course Exams
☐ Quantifiable goals in 504/IEP or quantifiable goals in Behavior Improvement Plan
☐ Research based District and/or school-wide objective measures of student achievement/growth

Identified growth target: By May 2019, 50%+1 of students will be able to compare/contrast primary and secondary sources using teacher provided information & end of year assessment with rubric.


Met 50% + 1 growth (Y) or N

X Portfolio

Student Input

Parent Input

Overall Rating Proficient

Administrator's Signature 

Date

5/17/19

Certificated Employee's Signature 

Date

5/23/19

Signature on this form signifies the employee has

not signify agreement or disagreement.

Nampa School District 131 Professional Learning Plan Form D

Certificated Employee: [REDACTED]

Date: 10/5/2018

Building: [REDACTED]

Grade Level/Subject Area: [REDACTED]

Evaluator: [REDACTED]

PROFESSIONAL LEARNING GOAL: This goal is intended to demonstrate mastery of instructional techniques and should be aligned to the Danielson framework.

Identify the employee's learning goal for the year	Danielson Component (Circle those aligned with goal)
<p>Planning and Preparation 1d: Demonstrating Knowledge of Resources</p> <p>Goal: I will utilize 2 examples of primary sources and 1 example of a secondary source during each unit. These sources will help supplement curriculum provided by the District and to encourage higher level thinking.</p> <p>Assessing the Goal: Keep a list of provided sources and the associated lesson plan in a master notebook.</p>	<p>I. Planning & Preparation 1a,1b,1c,1d, 1e</p> <p>II. Classroom Environment 2a,2b,2c,2d,2e</p> <p>III. Instruction 3a,3b,3c,3d,3e,3f</p> <p>IV. Professional Responsibilities 4a,4b,4c,4d,4e,4f</p>

MID-YEAR GOAL CHECK-IN: Reflect on your progress, evidence collected, and strategies used to meet your professional learning goal.

Comments:

After half a year of getting students to understand reading primary sources, I realized that I expected too much. Initially the students did not know how to interpret primary sources. I changed my method of teaching it by working through documents with them. I would encourage students to read the docs and answer the associated questions. I was much happier with the result.

Administrator's Signature [REDACTED]

Date 2/8/19

Certificated Employee's Signature [REDACTED]

Date 2/7/2019

GROWTH IN STUDENT ACHIEVEMENT: A majority of the instructional staff employee's students meet measurable student achievement defined as growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction.

(Identify indicator to be used below):

- | | | |
|--|--|---|
| <input type="checkbox"/> ISAT Scores | <input type="checkbox"/> Formative Assessments | <input type="checkbox"/> AP Exams |
| <input type="checkbox"/> Teacher-constructed Assessments of Student Growth | <input type="checkbox"/> Pre and Post Tests | <input type="checkbox"/> CTE Exams |
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| <input type="checkbox"/> District Adopted Assessments | <input type="checkbox"/> End of Course Exams | |
| <input type="checkbox"/> Quantifiable goals in 504/IEP or quantifiable goals in Behavior Improvement Plan | | |
| <input type="checkbox"/> Research based District and/or school-wide objective measures of student achievement/growth | | |

Identified Growth Target: SWBAT will be able to compare and contrast information found in primary and secondary sources.

Assessment Tool Used to Measure Target (e.g. SBAC scores, ISAT scores, IRI scores, etc.): Teacher-constructed Assessments of Student Growth

Interval (e.g. quarter, semester, or year): Unit by Unit

Professional Learning Goal Met ☒ Y ☐ N Growth in Student Achievement Met ☒ Y ☐ N

COMMENTS:

Administrator's Signature

Date

Certificated Employee's Signature

Date

5/24/19
5/24/2019

✓

Nampa School District 131

Formative Evaluation – General Ed/Special Ed

Form B-1

Certificated Employee: [REDACTED]

Building: [REDACTED]

Grade/Subject: [REDACTED]

Components observed during the observation(s):

Key: U = Unsatisfactory B = Basic P = Proficient

D = Distinguished

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1b	Demonstrating knowledge of students <ul style="list-style-type: none"> The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. 		X			
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1d	Demonstrating knowledge of resources <ul style="list-style-type: none"> [REDACTED] asks students to go into Microsoft Teams to take a short survey (made in Forms), then to continue working on their China Travel Brochure. A rubric is referenced and students are encouraged to look over the rubric to make sure their brochure meets the requirements. Rubric is presented via projector at front of classroom. [REDACTED] asks students to open up Microsoft Teams and to find the Assignment tabs and open Google Tour assignment. (directions are projected on front screen as well). Student is heard saying "this is the best day ever..." as he used Google Earth to find and search out different things. 			X		
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2b	<p>Establishing a culture for learning</p> <ul style="list-style-type: none"> Student who does not have their device is given a book and a worksheet in order to take notes so they "don't fall behind". [REDACTED] - "you have plenty of time to work on this without it being homework." Student complains about having to do the work and [REDACTED] continues to ask questions. Student continues to complain and [REDACTED] states "I believe you can do it." Student is heard saying "this is the best day ever..." as he used Google Earth to find and search out different things. 			X		
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2e	<p>Organizing physical space</p> <ul style="list-style-type: none"> Classroom is setup in modified rows with room between every three seats to walk through. Classroom is setup in rows facing forward and students use devices to complete assignment. 			X		
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3a	<p>Communicating with students</p> <ul style="list-style-type: none"> [REDACTED] gives a quick overview of what will be accomplished today. Agenda is clearly posted on front whiteboard. [REDACTED] helps students work on the technological pieces of the assignment, as well as the knowledge portions. [REDACTED] gives overview of what will be worked on tomorrow. Student asks how to save brochure and [REDACTED] gives verbal directions. [REDACTED] asks students to open up Microsoft Teams and to find the Assignment tabs and open Google Tour assignment. (directions are projected on front screen as well). Students are asked to go to Google Earth and wait for further instructions. Students who are using a piece of paper are asked to look at the screen as [REDACTED] walks through students on what they are trying to accomplish. [REDACTED] gives directions on how to use Google Earth and the features needed for today. "the first item I want you to search for is this....(Catedral del Santa Maria del Fiore)...once you get to that building...(student is having issues with platform and [REDACTED] tries to fix)..." "Everybody, let's look back at our assignment...everyone go back to the Word document.. [REDACTED] reviews the questions that are needed answered and gives examples). Student asks clarification on what she is supposed to do and [REDACTED] confirms she is correct in next steps. 			X		
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	<ul style="list-style-type: none"> thought they would get the grade they communicated. Students are asked to infer or guess as they complete the various questions. "Hey class, what are these (students – stained glass windows) / (teacher – what are they used for) / (students – to tell stories). 					
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4a	Reflecting on teaching <ul style="list-style-type: none"> works collaboratively with grade-level/content colleague and is able to make suggestions on how to modify plans for future student success. 			X		
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[Redacted Signature]

Date

4/24/19

Certificated Employee's Signature

[Redacted Signature]

[Redacted Signature]

Date

4/24/19

Nampa School District 131
Formative Evaluation – General Ed/Special Ed
Form A-1

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☐ Performance-Based Assessments ☐ IRI test results ☐ College Entrance Exams
☐ District Adopted Assessments ☐ End of Course Exams
☐ Quantifiable goals in 504/IEP or quantifiable goals in Behavior Improvement Plan
☐ Research based District and/or school-wide objective measures of student achievement/growth

Identified growth target: By May 2019, 50%+1 of students will be able to compare/contrast primary and secondary sources using teacher provided information & end of year assessment with rubric.

☐ Portfolio ☐ Student Input ☐ Parent Input

Administrator's Signature

Date 12/14/18

Certificated Employee's Signature

Date 12/14/18