

16-17 Professionalism Observation

User Information

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Title: Classroom Teacher ESL
Department: None
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Professionalism Observation & Evidence

16-17 Professionalism (Obs)

Professional Growth and Learning

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Significantly Above Expectations

- 5

The following best describes what is observed:

1. The educator reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation and growth in identified areas of need. (Footnote 1)
2. The educator selects professional learning opportunities related to self-assessed and identified growth areas resulting in improved practice and student outcomes.
3. The educator is consistently prepared, engaged with the content, and interactive with others during professional learning opportunities that are directly targeted at improving or enhancing practice.

Evidence (Required):

Evidence from the teacher's self-assessment was considered in determining the score. Some examples are included in the script as well as the PD transcript.

Use of Data

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Meeting Expectations

- 3

The following best describes what is observed:

1. The educator uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals.(Footnote 5)
2. The educator analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration.(Footnote 6)
3. The educator routinely records and uses a system (Footnote 7) that allows for easy analysis of student progress toward mastery.(Footnote 8)

Evidence (Required):

Evidence from the teacher's self-assessment was considered in determining the score. Some examples are included in the script as well as the PD transcript.

School and Community Involvement

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Above Expectations

- 4

Evidence fully supporting Level 3 is present, as well as one descriptor from level 5:

Evidence (Required):

Evidence from the teacher's self-assessment was considered in determining the score. Some examples are included in the script as well as the PD transcript.

Leadership

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Meeting Expectations

- 3

The following best describes what is observed:

1. The educator contributes to the school community by assisting others, including at least two of the of the following:
 - Collaborative planning with subject and/or grade level teams
 - Actively leading in a Professional Learning Community
 - Coaching/mentoring
 - Supervising clinical experiences
 - Leading data driven professional learning opportunities.
2. When presented with opportunities, the educator serves in leadership roles beyond the school level. (Footnote 9)

Evidence (Required):

Evidence from the teacher's self-assessment was considered in determining the score. Some examples are included in the script as well as the PD transcript.



Post-Observation Conference & Reflection

Area of Strength

Area of Strength:

- Professional Growth and Learning

Area for Improvement

Area for Improvement:

- Leadership

Level in which the descriptor is found

- Level 3

Descriptor for Improvement:

- Descriptor 3

Next Steps

Next Steps:

Growth in the area of leadership requires the teacher to assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Facilitating professional learning opportunities among staff members is another role for teacher leaders. Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees.