

Assessment #3800

Educator Information

Educator

Mara Wilson

School

Payne ES

School Year

2009-2010

Group

Group 2

Cycle Information

Cycle

Cycle 1 (Must be Complete by December 1)

Date of Observation (Groups 1-8) *

10-26-2009

Click on the calendar icon above to select the date of the observation.

Date of Conference

11-02-2009

Click on the calendar icon above to select the date of the conference.

NOTE: For teachers (Groups 1-8), the conference must occur within 15 calendar days of the observation, but no later than the end date of the assessment cycle.

Assessment Cycle Complete



NOTE: After the conference, if you would like to make any edits to the ratings or comments that you initially provided, please click the "EDIT" button at the top of this page. Once you have made your edits, please check the box above and click "SAVE." Please note that you will NOT be able to make any changes to the ratings or comments once you have checked this box and clicked "SAVE."

TLF Rating

TLF Average Score

3.00

TEACH 1: FOCUS STUDENTS ON LESSON OBJECTIVES

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; 3) explaining the	Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; 2) connecting the objective to prior knowledge; and 3) explaining the	Teacher effectively develops students' understanding of the objective by: 1) communicating what students will know or be able to do by the end of the lesson; and 2) connecting the objective to prior knowledge.	Teacher ineffectively develops students' understanding of the objective by not communicating the objective OR teacher does not have a clear objective OR teacher's lesson does not connect to the objective.

TLF-T1 Score

1

Importance of the objective; and 4) referring back to the objective at key points during the lesson.	Importance of the objective.		
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TLF-T1 Comments

Communicates Objective: Ms. Wilson began the lesson by stating to the students that they "will be able to identify neutral colors" as well as identifying warm v. cool colors.

Connects Objective to Prior Knowledge: Ms. Wilson did not connect the stated objective to prior knowledge.

Explains the Importance of the Objective: Ms. Wilson did not explain the importance of the objective.

Refers Back to the Objective at Key points during the lesson: Ms. Wilson did not refer back to the objective at key points during the objective.

TEACH 2: DELIVER CONTENT CLEARLY

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Teacher has a dynamic presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to all students.	Teacher has a solid presence in the classroom AND delivers content that is: 1) factually correct; 2) well-organized; and 3) accessible and challenging to most students.	Teacher has a solid presence in the classroom AND delivers content that is factually correct.	Teacher has an inadequate presence in the classroom OR delivers factually incorrect information.

TLF-T2 Score
3

TLF-T2 Comments

Classroom Presence: Ms. Wilson has a solid classroom presence evidence by her ability to command the attention of the students in the observed class.

Factually Correct Content: Ms. Wilson presented factually correct information relevant to the content presented characterized by the identification of warm v. cool colors.

Well-organized Content: Ms. Wilson had the necessary items needed to complete various activities within the lesson prepared for the student, however the items were not distributed until the appropriate time. Ms. Wilson also presented information in a logical and sequential order moving from whole group to small group activities relevant to the lesson content. Ms. Wilson utilized a timer to signify the transitional periods within the lesson.

Accessible and challenging content: Students were engaged in the same activity during small group instruction which could have definitely been more diversified as student have recognized variations in their artistic abilities.

TEACH 3: ENGAGE ALL STUDENTS IN LEARNING

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
All or nearly all students are actively engaged throughout the lesson.	Approximately 3/4 of the students are actively engaged throughout the lesson.	Approximately 1/2 of the students are actively engaged throughout the lesson.	Less than 1/2 of the students are actively engaged throughout the lesson.

TLF-T3 Score
4

TLF-T3 Comments

Ms. Wilson was able to actively engage all or nearly all of the students throughout the lesson, although the class observed is one with significant behavioral challenges recognized by the special education process.

TEACH 4: TARGET MULTIPLE LEARNING STYLES

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Teacher attempts to target 3 or more learning styles and effectively targets	Teacher attempts to target 3 or more learning styles and effectively targets	Teacher attempts to target 2 learning styles and effectively targets	Teacher attempts to target fewer than 2 learning styles OR effectively targets

TLF-T4 Score
4

at least 3.	2.	2.	fewer than 2.
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TLF-T4 Comments

Ms. Wilson attempted and successfully targeted the following multiple learning styles:

Visual - Ms. Wilson provided several visual representations of warm v. cool colors throughout the lesson.

Auditory - Ms. Wilson provided verbal directions/explanations to students throughout the lesson and specifically when reinforcing student behaviors as well as consistently stating the differences between warm and cool colors.

Kinesthetic - students were required to show their understanding of the difference between warm v. cool colors by strategically constructing a color wheel in which they needed to tear specific pieces of tissue paper, placing them in the correct location of the color wheel.

TEACH 5A: CHECK FOR AND RESPOND TO STUDENT UNDERSTANDING DURING THE LESSON

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
A	Teacher is very effective at checking for understanding.	Teacher is mostly effective at checking for understanding.	Teacher is somewhat effective at checking for understanding.	Teacher is ineffective at checking for understanding.

TLF-T5a Score
3

TLF-T5 Score
2.67

TLF-T5a Comments

Ms. Wilson periodically checked for understanding throughout the lesson by asking students to give examples of environmental entities in which warm v. cool colors are represented. Ms. Wilson continued to ask about the differences in various formats and what warm v. cool colors are able to tell us about our surroundings.

TEACH 5B: RESPOND TO STUDENT MISUNDERSTANDINGS

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
B	Teacher responds to almost all student misunderstandings with effective scaffolding.	Teacher responds to about 3/4 of student misunderstandings with effective scaffolding.	Teacher responds to about 1/2 of student misunderstandings with effective scaffolding.	Teacher responds to less than 1/2 of student misunderstandings with effective scaffolding.

TLF-T5b Score
3

If this was not observed, do not select a score. Please write "Not Observed" in the comment field.

TLF-T5b Comments

Ms. Wilson exemplified the ability to appropriately respond to student misunderstandings, when a student requested green tissue paper to complete a section representing warm colors. Ms. Wilson asked the student why he thought he needed green and proceeded to reiterate the differences between warm v. cool colors and what they represent. The student was able to regroup resulting in his request for the appropriate warm color to complete the portion of the activity he was on.

TEACH 5C: PROBE FOR HIGHER-LEVEL UNDERSTANDING

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
C	Teacher frequently responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher sometimes responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher rarely responds to students' correct answers by probing for higher-level understanding in an effective manner.	Teacher never responds to students' correct answers by probing for higher-level understanding in an effective manner.

TLF-T5c Score
2

TLF-T5c Comments

Ms. Wilson rarely responded to student's correct answers by probing for high levels of understanding. Although students were able to answer the types of questions posed by Ms. Wilson she rarely challenged to students to perform at higher levels.

TEACH 6: MAXIMIZE INSTRUCTIONAL TIME

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Teacher is very effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is mostly effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is somewhat effective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.	Teacher is ineffective at maximizing instructional time through well-executed routines, procedures, and transitions; efficient instructional pacing; and effective classroom management.

TLF-T6 Score
3

TLF-T6 Comments

Well-executed routines, procedures and transitions: Ms. Wilson transitioned students with very specific sets of directions. Students appeared completely aware of the expectations established for appropriate transition.

Efficient Instructional Pacing: Ms. Wilson utilized a timer specifically set to gauge the amount of time student spent engaged in one activity v. another. It was important for Ms. Wilson to consistently provide reminders of the expectations, which she regularly did to ensure student focus.

Effective Classroom Management: Secondary to the observed class composition consisting of students with identified behavioral challenges, the classroom was effectively managed with mutually displayed respect.

TEACH 7: INVEST STUDENTS IN LEARNING

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
There is significant evidence that the teacher 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard.	There is some evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard.	There is at least a little evidence that the teacher: 1) establishes high expectations for all students and engages students in rigorous academic work; AND 2) effectively works to instill the belief that students can succeed if they work hard.	There is no evidence that the teacher establishes high expectations for all students and engages students in rigorous academic work OR there is no evidence that the teacher effectively works to instill the belief that students can succeed if they work hard.

TLF-T7 Score
2

TLF-T7 Comments

Establishes High Expectations for Students and Engages Students in Rigorous Academic Work - Although Ms. Wilson had what appeared to be a positively established rapport with students, varying levels of rigor were not observed as students engaged in the same activity to complete the lesson.

Effectively Works to Instill the Belief that Students Can Succeed if they Work Hard - Ms. Wilson consistently encourages students that they can succeed if they work hard. She mad a focused effort to ensure that students remained focused to be able to appreciate the finished project.

TEACH 8: INTERACT POSITIVELY AND RESPECTFULLY WITH STUDENTS

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
There is significant evidence that the teacher has a positive rapport with her/his students, as demonstrated by	There is some evidence that the teacher has a positive rapport with her/his students, as demonstrated by	There is at least a little evidence that the teacher has a positive rapport with her/his students, as demonstrated by	There is no evidence that the teacher has a positive rapport with her/his students OR there are 1 or more

TLF-T8 Score
4

displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher.	displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher.	displays of positive affect, evidence of relationship building, and no instances of disrespect by the teacher.	Instances of disrespect by the teacher.
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TLF-T8 Comments

Positive Rapport Established with the Students: Ms. Wilson has an evidenced positive rapport established with the students observed characterized by a mutually exhibited respect.

Displays of Positive Affect: Ms. Wilson consistently interacted with student with displays of positive affect even when students needed to be reminded of the expected behaviors.

Evidence of Relationship Building: Ms. Wilson welcomed questions, comments and "natural" interactions between teacher and students. Students appeared extremely comfortable when asking questions for clarification or requests for items needed.

Instances of Disrespect: None observed.

TEACH 9A: STUDENT BEHAVIOR

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
A	Inappropriate and off-task student behavior has no impact on the learning of students in the class.	Inappropriate and off-task student behavior has little impact on the learning of students in the class.	Inappropriate and off-task student behavior has some impact on the learning of students in the class.	Inappropriate and off-task student behavior has a significant impact on the learning of students in the class.

TLF-T9a Score

4

TLF-T9 Score

3.33

TLF-T9a Comments

Ms. Wilson was able to address inappropriate student behavior resulting in no adverse impact on student learning during the observed lesson. Although the student's level of impulsivity was observed, Ms. Wilson did not allow the instances to impact student learning.

TEACH 9B: REINFORCE POSITIVE BEHAVIOR

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
B	Teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture.	Teacher strategically reinforces positive behavior.	Teacher reinforces positive behavior.	Teacher does not reinforce positive behavior.

TLF-T9b Score

3

TLF-T9b Comments

Ms. Wilson was able to strategically reinforce student positive behavior by verbally acknowledging students who were displaying appropriate behaviors.

TEACH 9C: ADDRESS INAPPROPRIATE, OFF-TASK, OR CHALLENGING BEHAVIOR

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
C	Teacher addresses almost all inappropriate, off-task, or challenging behaviors efficiently.	Teacher addresses most inappropriate, off-task, or challenging behaviors efficiently.	Teacher addresses some inappropriate, off-task, or challenging behaviors efficiently.	Teacher does not address off-task, inappropriate, or challenging behaviors efficiently.

TLF-T9c Score

3

TLF-T9c Comments

Ms. Wilson was able to verbally redirect most inappropriate behavior. For example, at times, students blurted out responses or feelings related to the activity and Ms. Wilson was able to address the students needs without allowing the behavior to adversely impact the overall climate of the academic environment.

TLF Average Score

3.00

NVA Rating

NVA 1: NON-VALUE-ADDED STUDENT ACHIEVEMENT GROWTH

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Teacher has at least 1 high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately 90% or more of her/his students are on track to make significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher has at least 1 high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately 75% of her/his students are on track to make significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher has at least 1 high-quality source of evidence (i.e., one that is rigorous and reliable) demonstrating that approximately 50% of her/his students are on track to make significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.	Teacher does not have 1 high-quality source of evidence (i.e., one that is rigorous and reliable) OR does, but evidence indicates that less than 50% of her/his students are on track to make significant learning growth (i.e., at least a year's worth) towards mastery of the DCPS content standards over the course of the year.

NVA Score
3

NVA Comments

Ms. Wilson will utilize the DCPS Art standards as a tool for gauging student growth throughout the school year.

CSC Rating

CSC Average Score

2.67

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
Individual goes above and beyond to support the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual consistently supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual sometimes supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual rarely supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).

CSC-1 Score
3

CSC-1 Comments

Ms. Wilson consistently supports local school initiatives, specifically evidenced by her involvement in the enhancement of our World Cultures catalyst program supporting through medium of Art.

CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS

LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
In a job appropriate manner, Individual goes above and beyond to support the school's Special	In a job appropriate manner, Individual consistently supports the school's Special	In a job appropriate manner, Individual sometimes supports the school's Special Education and	In a job appropriate manner, Individual rarely supports the school's Special Education and

CSC-2 Score
3

Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).
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CSC-2 Comments

Ms. Wilson consistently supports the local schools Special Education programs.

CSC 3: INSTRUCTIONAL COLLABORATION (FOR INSTRUCTIONAL STAFF ONLY)

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
A	Individual goes above and beyond to participate in and help develop programming for the Thirty-Minute Morning Block (TMMB).	Individual consistently participates in the TMMB.	Individual sometimes participates in the TMMB.	Individual rarely participates in the TMMB.

CSC-3a Score
2

CSC-3 Score
2.00

CSC-3a Comments

Ms. Wilson sometimes participates in TMMB programming.

	LEVEL 4 (Highest)	LEVEL 3	LEVEL 2	LEVEL 1 (Lowest)
B	Individual goes above and beyond to collaborate with colleagues outside of the Thirty-Minute Morning Block (TMMB).	Individual consistently collaborates with colleagues outside of the TMMB.	Individual sometimes collaborates with colleagues outside of the TMMB.	Individual rarely collaborates with colleagues outside of the TMMB.

CSC-3b Score
2

CSC-3b Comments

Ms. Wilson sometimes collaborates with colleagues outside of the TMMB programming.

CSC Average Score

2.67

CP Rating

CP Overall Score

0

NOTE: If all ratings are Meets Standard, the overall score will be Meets Standard (no point deduction). If any of the ratings is Slightly Below Standard (and none of the ratings is Significantly Below Standard), the overall score will be Slightly Below Standard (10 point deduction). If any of the ratings is Significantly Below Standard, the overall score will be Significantly Below Standard (20 point deduction). Also, please note that comments are only required for Slightly Below Standard and Significantly Below Standard ratings.

CP 1: ATTENDANCE

MEETS STANDARD	SLIGHTLY BELOW STANDARD	SIGNIFICANTLY BELOW STANDARD
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CP-1 Score

Meets Standards

Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 2 or more unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
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CP-1 Comments

Ms. Wilson has no unexcused absences that are in violation of local school policy and the relevant collective bargaining unit.

CP 2: ON-TIME ARRIVAL

MEETS STANDARD	SLIGHTLY BELOW STANDARD	SIGNIFICANTLY BELOW STANDARD
Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 2 or more unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

CP-2 Score
Meets Standards

CP-2 Comments

Ms. Wilson has no instances of unexcused late arrivals that are in violation of procedures set forth by local school policy and the relevant collective bargaining unit.

CP 3: POLICIES AND PROCEDURES

MEETS STANDARD	SLIGHTLY BELOW STANDARD	SIGNIFICANTLY BELOW STANDARD
Individual always follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception, Individual follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	Individual demonstrates a pattern of failing to follow DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

CP-3 Score
Meets Standards

CP-3 Comments

Ms. Wilson always follows DCPS and local school policies and procedures.

CP 4: RESPECT

MEETS STANDARD	SLIGHTLY BELOW STANDARD	SIGNIFICANTLY BELOW STANDARD
Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception, Individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

CP-4 Score
Meets Standards

CP-4 Comments

Ms. Wilson always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

CP Overall Score

0

Growth Plan Information For Cycle 1

Growth Plans must be written for all personnel.

Key Strengths

Key Growth Areas

Next Steps

Owner: Vielka (OSE) Scott
Created: NOV-16-2009 9:26 PM (EST)
Last Modified: NOV-16-2009 9:26 PM (EST) by Surya Avantsa