

# Comprehensive Evaluation Summative Evaluation Form

Teacher: James Doe \_\_\_\_\_ Folder #: 1A2B3C \_\_\_\_\_  
Evaluator: Colin Freese \_\_\_\_\_ Folder #: 4D5E6F \_\_\_\_\_  
School Name: Any Town CSD \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Subjects: \_\_\_\_\_ Year: 1 2 3

**Directions:**

In the narrative under each standard, the evaluator should incorporate and address each criterion.

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**1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

**Evidence to support attainment of or failure to meet standard:**

Three formal classroom observations were conducted with James over the course of the 2002-03 school year. Additionally, James submitted the following evidence to support this standard:

- Parent letter about ITBS test results
- Parent letter explaining the progress toward benchmarks portion of the student report card
- Meeting agendas and minutes from District level subject area committees
- Student work products
- Database tracking student progress on benchmarks and daily work
- A sample unit design indicating support for benchmarks and other district curricular expectations

**Narrative Summary:**

James has taken an active role with our district level subject area committees for Language Arts/Reading. This committee developed a parent communication letter about our standards and benchmarks and how we will monitor students' progress toward success with those benchmarks. In turn, James created a communication form for both students and parents about progress on the benchmarks for his own 4<sup>th</sup> grade class. Also, this committee completed an item analysis of the Iowa Tests and looked at the gaps and redundancies with our Language Arts/Reading curricula. By following through after these activities, James has successfully addressed criteria 1a, 1b, and 1f. Evidence submitted by James illustrated some performance that was below district expectations. For example: The newsletter sent to parents regarding interpretation of ITBS scores included several inaccuracies regarding interpretations of student assessment data and included structural and grammatical errors. These same English/grammatical errors occurred in other routine communications to parents and students.

**Circle one:**

Meets Standard

Does Not Meet  
Standard

These misinterpretations and inaccuracies have created a credibility issue with some stakeholders and affected levels of those stakeholders confidence in James' abilities. These issues were addressed with James during one of his year one evaluations (May 12, 2002). James has not improved significantly on these issues over the course of year two. James will be encouraged to participate in assessment literacy training over the next year. James indicated that the grammatical errors were correctable by simply using colleagues to edit. While this may cure the identified problem in the short term, it is unclear whether this action will improve James' skill in this area of need. It was determined that James had not successfully demonstrated performance at the district's level of expectation for criterion 1g.

Additionally, it was evident in the unit plans submitted and through classroom observations that James' use of student performance data to guide decision-making is an area for further development. James relies heavily on the textbook for instruction. The district's curricular expectations promote the concept that the text is a support resource, that instruction should center on activities developed to support grade level expectations (benchmarks). This was an ongoing topic of conversation with James throughout the course of the three evaluations conducted during year one and the three evaluations, including the comprehensive evaluation, during year two. James did not significantly improve on this area of need. As a result, I determined that James had not successfully demonstrated performance at the district's level of expectation for criterion 1c due to his heavy reliance on progressing linearly through the textbook and inadequately using student achievement data to adjust instruction as needed. James will engage in some structured co-planning activities with grade level colleagues and his mentor to work on these issues.

James, through classroom observations and various communications, clearly supports the concept that every child can learn. He is encouraging and enthusiastic in class. Over the course of the classroom observations during both year one and year two, it was evident that he has created a supporting classroom environment for students. It was determined that James adequately addressed expectations related to criteria 1d and 1e.

In summary, I determined through a review of the evidence collected while addressing the criteria for Standard 1 that James had not met the standard. The outcome on this standard was similar to James' performance on several other standards. I believe that James will develop into a solid teacher and that another year of work will provide him the opportunity to adequately address these areas of need, so the overall recommendation for James is a third year of provisional status supported by a third year of Mentoring and Induction.

**Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.**

**2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

<p><b>Evidence to support attainment of or failure to meet standard:</b></p> <p>Three formal classroom observations were conducted with Roxanne over the course of the 2001-02 and the 2002-03 school year (which includes the comprehensive evaluation). Additionally, Roxanne submitted the following evidence to support this standard:</p> <ul style="list-style-type: none"><li>▪ Unit Plan for Laws of Motion unit.</li><li>▪ Student artifacts supporting benchmarked activities</li><li>▪ Database of student benchmarks performance data</li><li>▪ Agendas and minutes from district level and building level subject area meetings.</li></ul> <p>Roxanne has demonstrated her expertise in the content area by actively serving on the science curriculum committee that updated and revised the districts 8<sup>th</sup> grade general science curriculum. I observed Roxanne’s use of more than one lesson plan within a unit. Her unit plans and her instruction showed that she outlined the key components of the content to some degree and showed various perspectives for the concepts. With these, Roxanne has successfully addressed criteria 2a and 2b over her first two years of teaching.</p> <p>The classroom observations and Roxanne’s unit designs illustrated a heavy reliance on text materials for the delivery of instruction. Roxanne is making good progress toward meeting district expectations in that her instructional delivery focuses on those activities that support grade level expectations. However, Roxanne indicated an awareness that the text, in some cases, does not align with or support the district’s 8<sup>th</sup> grade benchmarks. In these cases, Roxanne continued to rely on the text rather than seek assistance in learning alternative instructional strategies. This issue was discussed during Roxanne’s first year and was a targeted area of improvement for year 2. However, significant improvement did not occur on this issue over year two, so it was determined that Roxanne had not successfully demonstrated performance at the district’s level of expectation for criterion 2d. Roxanne indicated that she would seek additional support from her mentor, such as observing other teachers’ instructional deliveries and co-planning units with colleagues, as a way to improve this area of need.</p> <p>Roxanne has reached out to at least two colleagues to relate concepts across the curriculum. Although she could benefit by continuing to increase her range of instructional strategies, she has shown willingness to acquire additional strategies to add to those she already uses. She collaborated with the Visual Arts and Music teachers to integrate fine arts into her life cycle unit. She collaborated with the US History teacher to integrate an ecology unit with a unit studying the history of environmental law in the US. With these activities, Roxanne has successfully addressed criterion 2c.</p> <p>In summary, I determined through a review of the evidence collected while addressing the criteria for Standard 2 that Roxanne had not met the standard. The outcome on this standard was similar to Roxanne’s performance on several other standards. I believe that Roxanne will develop into a solid teacher and that another year of work will provide her the opportunity to adequately address these areas of need, so the overall recommendation for Roxanne is a third year of provisional status supported by a third year of Mentoring and Induction.</p>	<p><b>Circle one:</b></p> <p>Meets Standard</p> <p><b>Does Not Meet Standard</b></p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

**Evidence to support attainment of or failure to meet standard:**

Three formal classroom observations were conducted with Pat over the course of the 2002-03 school year in addition to the three conducted during the 2001-02 school year. Additionally, Pat submitted the following evidence to support this standard:

- Unit Plan for a Shakespeare unit.
- Student artifacts supporting benchmarked activities
- Database of student benchmarks performance data
- Agendas and minutes from district level and building level subject area meetings.
- Item analysis of Iowa Tests and curriculum match notes.
- Sign in sheet including Pat's name, for the school improvement meeting to review student achievement and Any Town Annual Improvement Goals.
- Classroom rules and routines posters
- Web site checklist for student use.

With the assistance of his mentor and grade level colleagues, this fall, Pat began the use of a spreadsheet that connects student work including daily work, homework and assessments, to the district curriculum standards and benchmarks. She has begun to use this database as part of his decision-making routine when planning for instruction. Criterion 3a was adequately addressed since it related to planning activities only and not specific to the delivery of instruction.

As part of her classroom routine, Pat instructs students in her expectations for classroom conduct, including academic, social and behavioral. She implements student interaction techniques (students teaching students about expectations), as well as posts all routines clearly on the walls of his classroom, and in student assignment logbooks. At the beginning of each semester, Pat administers a student interest survey and references the results when planning for and conducting instruction. With these activities over the last two years, Pat has successfully addressed criteria 3b and 3c.

Pat has had difficulty planning for differentiation of learning. Unit designs are one-dimensional with limited strategies to engage all types of students. The district expectation is that unit designs should incorporate learning strategies that address multiple learning styles and needs. Near the end of year one, Pat was asked to identify students' learning styles during the 2002-03 school year and to use this information while planning for instruction. Near the end of year two, Pat indicated that she hadn't addressed this need and did not have this information on students. Pat was offered training on planning for differentiated instruction, but did not access this training. There was no information included in any documentation provided that this issue had been addressed. Through observations and review of unit plans, Pat's performance was determined not to meet district expectations on criterion 3d. In her 3<sup>rd</sup> year of Mentoring and Induction, I expect Pat will work with grade level colleagues and her mentor on planning activities to address this issue.

**Circle one:**

Meets Standard

**Does Not Meet  
Standard**

<p>There was little evidence that Pat is including elements of technology, such as word processing, appropriate internet web sites, or other technologies in his instruction. While this omission is typical for a beginning teacher, Pat's performance did not meet district expectations for criterion 3e. Pat will work with his mentor to improve his incorporation of technology into instructional planning and delivery.</p>	
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<p>In summary, I determined through a review of the evidence collected while addressing the criteria for Standard 3 that Pat had not met the standard. The outcome on this standard was similar to Pat's performance on several other standards. I believe that Pat will develop into a solid teacher and that another year of work will provide her the opportunity to adequately address these areas of need, so the overall recommendation for Pat is a third year of provisional status supported by a third year of Mentoring and Induction.</p>	
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**Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.**

**4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**

**Teacher: Arlen N. Able, Third Grade, Boars Belly Bluff, 2<sup>nd</sup> Year, Comprehensive Evaluation**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Arlen has had a difficult time with this standard, despite the efforts of his mentor and me to help him.

This is no evidence that Arlen assessed student learning styles formally. He has indicated that he does so informally and anecdotally "as I go." We have district tools for such assessments, and these have been made known and available to him, but he has chosen not to utilize them. He rejected them as "too much paper-and-pencil testing for third graders."

Arlen's lesson plans reflect classroom instruction that is aligned more to the textbook than to the district curriculum. (criterion 4a) He has been asked on several occasions over the past two years to indicate on his lesson plans what standards and benchmarks are the teaching objectives for each lesson, but has only done so twice. However, in both cases it was apparent that he was just picking a content-area standard or benchmark and listing it as applicable to the lesson. For example, in his mathematics plan for December 4, 2002, Arlen wrote that instruction on multiplication of single-digit integers was designed to meet the benchmark that "all third grade students will be able to describe relationships between numbers." Another example: In spelling, Arlen has his own list of words that the students are responsible for mastering in a year. Although they appear to be age and grade-level appropriate, his words do not align with the district's as to words for 3<sup>rd</sup> grade mastery, nor to sound and letter group benchmarks. When this was called to his attention during our first post-evaluation conference this fall, Arlen's response was that his list was as good as the district's, and he'd gotten it while student teaching "in a bigger district than this one."

More worrisome is the fact that Arlen has not followed through with accommodations and modifications for special needs students in his class. (criteria 4b and 4c) Despite the fact that Arlen has submitted in his portfolio an IEP allegedly showing how he allows for specific learning styles, his behavior doesn't bear that out. He has been informed and been given copies of IEPs and 504 plans that show required modifications in order for the students to succeed but he frequently "forgets" to make these alterations in classroom assignments and homework. On three occasions over the past year and a half, two parents have complained at IEP meetings that he was not following the IEP, and once the resource room teacher informed me that she had confronted Arlen about his failure to adhere to the agreed-to modifications for a student. In each case, Arlen's response was that he forgot.

He tends to "teach to the middle," ignoring or giving short-shrift to students with a need for more challenging activity. For example, in two separate formal classroom observations, I noted that some of the brighter students were finished with their work very quickly. Rather than having some back-up activities for these students, Arlen merely congratulated them on being the first ones done and admonished them to sit and read quietly "until the slower kids finish." This was inappropriate.

Arlen does a nice job of developing his students' social skills in play activities, but there is little group activity for academic work in the classroom. He has been asked on three occasions (last year's two post-observation conferences and this fall's) to incorporate more small group cooperative learning experiences into his methodology, but he has not done so with any consistency.

**Circle one:**

Meets Standard

**Does Not Meet Standard**

Arlen did give a student interest survey in late November this year, but when I asked him (in early February) what he had done to utilize that data in the instructional process, he answered that he had not had a chance to do that yet.

With respect to the use of available resources, including technology, in the delivery of instruction (criterion 4f) Arlen's performance is unacceptable. The students go to the computer lab but when they are there, they are not utilizing the technology to further their learning in the current area; it is a separate, disconnected experience. In addition, he has taken his students to the lab fewer times than the other third grade teacher. His lesson plans for these days indicate that the students would be exploring the use of district-approved software and appropriate Internet sites, but in reality, they were without sufficient direction and were simply "playing with" the computers. I observed Arlen playing solitaire on one of the computers during a portion of one lab. Students were observed not exhibiting basic keyboarding skills. He should have been working with students in small groups or one-on-one, and their work should have been tied to the curricular area of study. I directed him in the spring of 2002 (informal observation 3/14/02) to familiarize himself with the software and prepare the students better for the lab experience prior to going to the lab. Nevertheless, he did not change his behavior, and in fact took his students to C-Lab even fewer times this year.

In summary, Arlen's displayed range of instructional strategies in his first two years at Boars Belly Bluff Elementary is remarkably deficient. While he is amiable and positive with his students and they respond well to him and want to please him, his teaching techniques are teacher-focused, text-based, and fail to incorporate fully differing student learning styles, interests, and life experiences. He has failed to follow IEPs until parents voice objections at staffings and I was forced to bring it to his attention. This is an area where the district could face potential liability and for that reason, and for the students' chances of success being diminished, his lapses or refusal to alter his assignments or content is unacceptable.

His failure to align his teaching to the district curriculum, his failure to align his goals and objectives to the district's standards and benchmarks, his limited use of resources and misuse of technology have also contributed to my decision that Arlen has failed to meet Standard 4 after two years, and I do not believe a third year of mentoring and induction would result in significant enough change so that Arlen would be successful.

**□ Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.**

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

<p>Andy does an adequate job of going over tests and quizzes in a timely fashion at the conclusion of a unit. However, he was unable to provide evidence that overall assessments and criteria have been shared with all students and their parents. Lack of communication with parents is of major concern.</p> <p>I viewed a few alternative assessments administered to the Mental Disabilities class that were appropriate to the students enrolled. Andy has developed tests that supplement, or in some cases replace, what is measured by traditional I.T.B.S. tests. He seems interested in these results and tries to improve instruction for each individual after analyzing the data as a result of testing. However, I did not see a more pronounced effort toward goal setting with students for their benefit.</p> <p>Five recent conferences needed to be rescheduled due to Andy's absence. I.E.P.'s (Individual Educational Plans) were filled with errors. These need to be proofread more carefully to avoid spelling and usage errors before information is shared with parents. Though efficient and meaningful feedback is noted with students in many of my visits, information to parents was minimal at best throughout this school year. I did observe a lesson in September where the concept of goal setting was introduced to students, but observed little if any follow through. Students would like to plot their progress and find out about their success toward goals and objectives.</p> <p>Our school is filled with opportunity for committee work that would assist with teacher effectiveness and student learning. Up until this point, Andy has not taken advantage of these opportunities. Andy has not been a contributor to any curriculum committee during the past two years at Harding. In three previous discussions over the past two years, I suggested possible assignments where Andy could contribute either for our building or for our district, and he failed to get involved in any capacity. Although Andy may have some valuable ideas to share with others, committee involvement never took place. I also had hoped to see academic growth by all students within Andy's program but I.T.B.S. and alternative assessments showed an actual decline by three students compared to the previous year.</p> <p>In summary, Andy has failed to align classroom assessment with instruction adequately; has insufficiently used the results of multiple assessments to help guide his planning and instruction; has neglected to involve students in goal setting and assessing their own learning; has not kept parents well informed; and refused or otherwise failed to work with other district employees towards a district goal of analysis of student progress. For these reasons, I have concluded that Andy has not met Standard Five.</p>	<p><b>Circle one:</b></p> <p>Meets Standard</p> <p><b>Does Not Meet Standard</b></p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

**6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

At the beginning of the year last year, Jennifer expressed to me and to her mentor that she anticipated needing help with classroom management because that had been a weakness as a student teacher. I was impressed with her forthrightness and willingness to tackle a self-identified deficiency head-on. Her mentor and I both offered concrete suggestions for success in this area (e.g., clear, announced expectations for student behavior at the outset of the term in each class; starting firm with the flexibility to relax if students behaved well; visual cues for misconduct; private conversations with students rather than in-class put-downs; rewards for positive behavior, etc.) However, Jennifer just is not comfortable with correcting student misconduct and misbehavior.

For example, during my October 12 observation this year, I heard students using inappropriate (foul) language on their way into the classroom. Jen was at her desk a mere three-four feet away, but she did nothing to correct the students. She ignored it, and I was forced to address it. During the same observation, a student reacted verbally to another student's response to a question by saying, "That's so gay!" This put-down was heard by several students, if not all, including the student who had given the response initially, and some students laughed. Jen simply acted as though she didn't hear the slur. Through district in-service training, all teachers have been informed that inappropriate language such as this by students is not to be tolerated. Her neutral conduct under the circumstances is counterproductive to the creation of a "safe and purposeful learning environment." (criteria 6a and 6e)

In her portfolio, Jennifer has submitted a set of classroom expectations which she gave to her students at the beginning of the trimester, but these relate primarily to academic expectations. She indicated that she has verbally corrected student misconduct such as rowdiness at the beginning of the period, but she has not incorporated changes in her routine that might improve the situation (e.g. instead of taking roll during the first few minutes of class, doing it later in the period so that students can get on task quickly).

In our post-evaluation conferences, Jen has expressed continued dissatisfaction with the high percentage of homework assignments that students fail to turn in. While she has tried to motivate the students by requiring them to track and log their own grades and progress in the class, it appears to me that this "assignment" is perceived by students as busy work. There was no meaningful, on-going monitoring of individual students' logs. The only time the logs were reviewed was two-three days before the end of the grading period. Jen could have done a much better job of encouraging students to have high expectations for their own learning. (Criterion 6c.) Similarly, daily assignments and homework (e.g., Viet Nam war unit example submitted by Jen) must be for the purpose of applying learning and assessing learning, not merely for points in the grade book.

**Circle one:**

Meets Standard

**Does Not Meet Standard**

The Viet Nam War unit plans had the potential for students to interact with members of the community whom they didn't know well, who had lived through that era. But Jen backed off her original requirement that students interview three non-relative adults from the community, and allowed them to substitute their parents' or grandparents' or teachers' views when the students complained about this fact of the assignment. High expectations were lost. (Criterion 6c.)

Jen does provide ample classroom time for students to work on their social studies projects. (Criterion 6d.) Not all students used this time wisely, however. (February 13 observation). When I pointed this fact out to Jennifer, she responded that they would learn to use their free time more effectively when they ran out of time at home to get their projects done. She also said it shouldn't be her job to "ride herd" on the kids who weren't working on their assignments during class, as long as they weren't bothering others. While both of these statements might be true, her job is to "establish, communicate, model and maintain standards of responsible student behavior." (Criterion 6b.) This would include helping them learn to use their time wisely.

When the evidence Jen submitted is coupled with the classroom observations, it becomes clear that Jen has good intentions, but falls short of meeting this standard. I had hoped, given her acceptance that this was an area that needed attention, that she would have followed through with suggestions given to her, but she seemed to throw in the towel this year. Perhaps if Jen were teaching an elective course of upperclass students or teaching at the college level, her expectations that the students be self-regulating would be realized. But she teaches ninth and tenth grade social studies, so she needs to keep a firm rein on the kids or they will take advantage of her laxness, which is exactly what happened last year and this.

Had Jen tried harder and her efforts been more promising, I would have recommended another year of mentoring and a specific plan to focus on improving her classroom management skills. However, I believe she is not willing to work to overcome her apparent distaste for correcting students' verbal and academic misbehavior. For these reasons, I have concluded that Jennifer fails to meet Standard 6.

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**Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.**

## 7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

During the past two years while Annette has been with us, there has been an unquestionable emphasis by the District on professional development. Annette spoke to me early last year of her interest in finishing coursework to lead to full certification for the Autism program. I encouraged her enrollment in Grant Wood AEA's offerings and also some of the courses offered by the District that would give her additional credits and knowledge.

Early during the first trimester, I suggested Annette regularly participate in Special Education team meetings in our building after school each month. Due to Annette's sporadic attendance our team experienced difficulties in developing cross-programming; she has been at only two of eight meetings on the docket. Also, I was hopeful that Annette might investigate some activities that would be helpful in blending our Level 2 and Level 3 students at Boars Belly Bluff Middle School. This idea of blending was discussed at length during her fall and winter post-observation conferences. She assured me that she would do the research and incorporate best practice in this area, but that did not happen. In addition, an aggressive approach was initiated last August during in-service to illustrate best practices that might be used in our special education classrooms. The Special Education team and upper elementary and middle school staff collectively set school goals related to customary adjustments used in the classroom. I have seen no evidence that Annette has incorporated any of the several strategies that were presented during our in-services into her classroom. I discussed this fact with her in two meetings over the past three months. Her mentor is one of the best we have at adjustment and modification strategies; had Annette been willing to learn, the opportunity was there.

In my earlier conferences with Annette, she was unable to cite any of the strategies that were highlighted for all staff. This is unacceptable as a second year teacher in our district. Further, we have no evidence of these principles being in place in her classroom at this time. Moreover, Annette was unable to produce daily lesson plans which would assist in better organization of the classroom and give our students more detailed direction on a regular basis. Most of her planning was done "in her head" by her own admission, and on several visits I was unclear as to the direction of the lesson. Particularly as we addressed the issue of lesson planning a year ago, I am profoundly disappointed that there is still no evidence that Annette has improved in planning lessons or units taught in our autism classroom.

In concluding my comments on Standard Seven, I have a major concern that over the past two years even though Annette has wanted to grow professionally, she has lacked the initiative and failed to demonstrate any follow-through on her goals for professional development. In good conscience, I cannot recommend Annette for a license.

Circle one:

Meets Standard

Does Not Meet  
Standard

Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

<p>Teacher: Merritt Edgington, HS Instrumental Music; 2<sup>nd</sup> Year Comprehensive Eval.</p> <p>Merritt is a talented musician who decided to begin teaching after a successful career as a performing artist. The transition has not been easy for him. His personal and professional judgment has been lacking in many ways, and he has let down the students in his program, their parents, and the district.</p> <p>Criterion a: Merritt often has a problem arriving at school on time. (See documentation in personnel file: six instances last year; five this year.) On several occasions over these two years, he has failed to leave adequate lesson plans despite missing school due to pre-arranged absences. This year, I observed him leaving school early on more than one occasion, and parents complained to me that he has cancelled after-school practices at the last minute, leaving students without adequate transportation to get home.</p> <p>Criterion b: Merritt used poor judgment when he sent inappropriate e-mails (sexual content) to a student at home (see documentation in personnel file). He was also asked not to spend so much time with this female student during his free period, but he failed to honor this request and rumors circulated about a personal relationship with the student. Whether these rumors were true or not, I could not determine, but regardless, he was warned to change his behavior and he failed to do so. I received a number of complaints about favoritism towards certain students. While this may have been a perception rather than reality, the perception hurts the program.</p> <p>Criterion c: One of our district goals is to “provide opportunities for students to excel as individuals and as part of a team.” Traditionally, our students are taken to contests and performances outside the school day and on weekends, and they have done well overall. However, under Merritt’s leadership, two trips to contests were cancelled because “the students aren’t ready.” It is Merritt’s job to get them ready. I also suspected that the decrease in weekend performances was due to Merritt’s conflict with his personal performance obligations, but when I approached him about this, he denied it. Yet he didn’t offer a believable excuse for the cancellations. He has also been asked to visit the middle school program to recruit students for the high school band, but he has failed to do this. He did put on the two (winter and spring) band concerts expected of him, but the numbers in his program are down and the quality of the students’ performances was significantly lower than in previous years.</p> <p>Criterion d: Merritt appears to foster an appreciation and respect for diversity. His units on Gospel Music and “Origins of Jazz” brought a greater enhancement to the students’ backgrounds, both in music and in social and historical background.</p> <p>Criterion e: Merritt’s communications with parents last year were limited to informal conversations following band performances and during parent-teacher conferences. This year, after being told he needed to make considerable improvement in this area, he began contacting parents by phone, but the purpose of these visits was to discuss his disappointment in the development of the students’ musical skills rather than to keep open channels of positive communication (district goal). He was also asked to do “exit interviews” with students who had dropped out of his program last year in an attempt to learn why and to see if he could change their minds. He gave me the names of about three students he had talked to, but this was insufficient and unsuccessful.</p> <p>In summary, Merritt’s deficiencies are of such significance and number that I am compelled not to recommend him for Career status and a Standard teaching license. I am afraid he is simply too much of an individual to adhere to district expectations, his judgment is too questionable, and his personal and professional expectations for his students has driven them from the program.</p>	<p><b>Circle one:</b></p> <p>Meets Standard</p> <p><b>Does Not Meet Standard</b></p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.