

Educator Name/Title: [REDACTED]

Primary Evaluator-Name/Title:

Supervising Evaluator-Name/Title: [REDACTED]

Schools: [REDACTED]

Evaluation Release Date: 1/1/0001 12:00:00 AM

Current Plan Date (or) Duration: 10/14/2012-5/15/2013

Current Plan:

<input checked="" type="checkbox"/> Self-Directed	Developing	Directed Growth	Improvement
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**Student Learning**

Students who scored in the Warning and Needs Improvement range on the 2012 ELA MCAS will increase reading level by 1.5 years from October to June as tested by Read Naturally Encore program and assessment. Students will be monitored bi-weekly.

Ms. [REDACTED] is making significant progress in her efforts to reach her goal. She has implemented the Read Naturally Encore program in her classroom. In addition, she has shared the program with the resource room teacher and other colleagues. She is tracking her students' individual progress as demonstrated in her artifacts and incorporating the lessons learned into her lessons through her small group structure and practices.	- <b>Significant t progress</b>
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**Professional Practice**

I will learn how to administer the Read Naturally Encore program by October 2012, and develop fluency with the program, using it on a biweekly basis from October through June to inform instructional decisions and set appropriate reading goals for students. This will be evident in my lesson planning through the assignment of differentiated class work.

Ms. [REDACTED] received the Read Naturally Program at the end of October. Since that time she has integrated the program into her daily work. She is keeping track of students' progress in the program and using that information to inform her lesson plans and group work. She is working closely with the resource room teacher to address the needs of all her students. This is evident in the artifacts that have been provided.	- <b>Significant t progress</b>
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## Rating On Each Standard

### I. Curriculum, Planning and Assessment:

	Exemplary	<input checked="" type="checkbox"/> Proficient	Needs Improvement	Unsatisfactory
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#### Rationale,evidence and feedback for improvement:

Ms. [REDACTED] develops well-structured and highly engaging lesson plans with focused agenda using SLOP features with challenging, measurable objective, both content and language, and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every students' needs. Ms. [REDACTED] has maintained detailed lesson plans since the start of the school year. Ms. [REDACTED] has led data meeting professional development and used her lessons as models for colleagues that can be used for reteaching.

### II. Teaching All Students:

	Exemplary	<input checked="" type="checkbox"/> Proficient	Needs Improvement	Unsatisfactory
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#### Rationale,evidence and feedback for improvement:

Ms. [REDACTED] uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and behaviors

### III. Family and Community Engagement:

	Exemplary	<input checked="" type="checkbox"/> Proficient	Needs Improvement	Unsatisfactory
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#### Rationale,evidence and feedback for improvement:

Ms. [REDACTED] uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community. She provides parents with clear, user-friendly expectations for student learning and behavior. She makes every effort to assure that the communication is written in both English and Spanish. She maintains a log of the communication with the family and responds promptly and carefully to communications from families. Ms. [REDACTED] has also moved from using a log binder to using the online tool for parent communication on ASPEN.

#### IV. Professional Culture:

	Exemplary	<input checked="" type="checkbox"/> Proficient	Needs Improvement	Unsatisfactory
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#### Rationale, evidence and feedback for improvement:

Ms. [REDACTED] regularly reflects on the effectiveness of lessons and interactions with students both individually and with colleagues, and uses insights gained to improve practice and student learning. Ms. [REDACTED] is a teacher leader through the T3 program. In this role she proposes challenging, measurable professional practice, team and student learning goals that are based on thorough self assessment and analysis of student learning data. As one of the goals she has selected for herself she has incorporated the Read Naturally Encore intervention program. This is only one example of an opportunity that Ms. [REDACTED] has reached out beyond the curriculum to support her students. She consistently seeks out and applies, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources, such as ANet, Teach for America and the Common Core website, to gain expertise and assume different instruction and leadership responsibilities.

### Overall Performance Rating

Unsatisfactory	Needs Improvement	<input checked="" type="checkbox"/> Proficient	Exemplary
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#### Rationale, evidence and feedback for improvement:

#### Evaluator Comments:

Ms. [REDACTED] is a valued member of our school community. She is an excellent teacher. Her students and families are supported and pushed by her willingness and desire to see them succeed. Her classroom environment is one of quiet organization and motivation. She clearly states her goals for her students on the board and tracks them using her data displays. Her desire for her students is contagious. Her openness of approach to her practice has helped to elevate the expectations of other teachers as well.

*The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Educators must be rated Proficient or Exemplary in Standard I: Curriculum, Planning, and Assessment and Standard II: Teaching All Students to be eligible for an overall Proficient rating.*

**DIRECTED GROWTH or IMPROVEMENT PLANS:** This section shall be completed ONLY for those educators who received an overall rating of "Needs Improvement" or "Unsatisfactory". For each **Standard** rated "Unsatisfactory" the evaluator shall list the indicator(s) and or sub indicator(s), state the problem(s), state evidence / description of the problem(s) and the associated prescription(s).

**The educator shall have the opportunity to respond in writing to the formative assessment as per 603 CMR 35.06(5)(c) on the Educator Response Form.**

### Prescriptions

No prescriptions available for the evaluations.

**Educator Repsonse Form**

**Educator Name/Title:** [REDACTED]

**Primary Evaluator-Name/Title:**

**Supervising Evaluator-  
Name/Title:** [REDACTED]

**Schools:** [REDACTED]

**Response to: (Check all that apply)** Self-Directed-5/15/2013 12:00:00 AM

EducatorResponse	
Attach additional pages as needed	

**Signature of Evaluator:**

**Electronic Signature of  
Evaluator:**

**Signature of Educator:**

**Electronic Signature of  
Educator:**

**Attachments Included** (Yes) / (No)

**Signature Date:**

**Electronic Signature Date:** 1/1/0001 12:00:00 AM

**Signature Date:**

**Electronic Signature Date:**