

Employee Evaluation

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Bethany Payne

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** EP Teacher Documentation Log

User Information

Name: Bethany Payne	Title:
Building: Middle School	Department: Special Ed
Grade: None	Evaluation Type: New Teacher Year 1
Assigned Administrator: Dempsey, Dixie	Evaluation Cycle: 08/01/2015 - 06/30/2016
Saved By: Dempsey, Dixie	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: Dempsey, Dixie	Date Finalized : 06/08/2016 3:31 pm CDT

Directions: Upload all artifacts in the section below for your evaluation cycle. When your documentation log is complete, submit to your evaluator as part of your evaluation process.

A reflection is required for artifacts. The following statements will help guide you in your reflection.

1. Describe how this artifact provides evidence for this standard.
2. Describe how this artifact impacted your professional practice and knowledge.
3. Detail the impact on student learning this artifact demonstrates.

Artifacts

Name	Upload Date	Upload User	File		
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Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
6th Grade Language Arts Lesson Plan			WI Teacher 1: Professional Knowledge	Professional Knowledge	6/2/2016	
Google Summit Certificate			WI Teacher 1: Professional Knowledge	Professional Knowledge	6/2/2016	
Math lesson plan #1			WI Teacher 1: Professional Knowledge	Professional Knowledge	6/2/2016	
Math lesson plan #2			WI Teacher 1: Professional Knowledge	Professional Knowledge	6/2/2016	
Math tools			WI Teacher 1: Professional Knowledge	Professional Knowledge	5/25/2016	
Professional Development CESA	Professional Development Certificate	Professional development	WI Teacher 1: Professional Knowledge	Professional Knowledge	5/19/2016	
Transcripts of Coursework	Transcripts of coursework	Professional development	WI Teacher 1: Professional Knowledge	Professional Knowledge	5/19/2016	

Examples:

- Transcripts of coursework
- Professional Development certificates
- Annotated list of Instructional activities
- Lesson/Intervention plan
- Journals/notes that represent reflective thinking and professional growth
- Samples of innovative approaches developed by teacher

Standard 1 Artifact Summary/Reflection:

The above artifacts provide evidence of my professional knowledge. The artifacts of professional development at CESA3 and transcripts of coursework, show my ability to seek tools relevant to my content area. The lesson plans and math tools display my ability to apply my knowledge in my planning and

implementation.






My coursework and professional development opportunities provided me different perspectives and strategies that have been used in my content area. I used these tools in different areas from math to science relating to special education practices. The lesson plans were opportunities for me to apply new strategies and reflect back on what worked, didn't and what impacted the success/non success.

The tools and strategies acquired in these artifacts were key to the success of my students. As a new teacher, I had a limited amount of tools that I had used or been exposed to, but between the coursework and professional development it gave me multiple tools to pull for different student learning styles and disabilities.

Standard 2: Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources and the data to meet the needs of all students.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
6th Grade Language Arts Lesson Plan			WI Teacher 2: Instructional Planning	Instructional Planning	6/2/2016	 
Math lesson plan #1			WI Teacher 2: Instructional Planning	Instructional Planning	6/2/2016	
Math lesson plan #2			WI Teacher 2: Instructional Planning	Instructional Planning	6/2/2016	
Sub plans			WI Teacher 2: Instructional Planning	Instructional Planning	5/19/2016	

Examples:

- Sample lesson or unit plan
- Course syllabus
- Intervention plan
- Substitute lesson plan
- Annotated learning objectives





Standard 2 Artifact Summary/Reflection:

The above artifacts display my ability to successfully plan for instruction. Each lesson plan includes not only the content, but the accommodations/modifications. Writing lesson plans with students' goals and with accommodations/modifications in my mind was very helpful as a new teacher. It made me aware of the repetitiveness or being able to go back and see what had worked in the past. By having a written record keeping by using my lesson plans that were aligned with standards and being aware of goals, my students success in the lesson was apparent.

Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
3 Forms of assessment			WI Teacher 3: Instructional Delivery	Instructional Delivery	6/2/2016	 
Exit ticket			WI Teacher 3: Instructional Delivery	Instructional Delivery	6/2/2016	
Two examples of Post Tests			WI Teacher 3: Instructional Delivery	Instructional Delivery	6/2/2016	

Examples:

- Annotated photographs of class activities
- Handouts of sample work
- Video/audio samples of instructional units





Standard 3 Artifact Summary/Reflection:

The above standards show not only students' work samples, but also multiple assessment forms. Students, in all their work samples and assessments, were able to use the math tools visuals and notes. In the lesson plans, students were given instruction through technology (smart board/document camera), visuals, note taking, and through videos. Using a variety of instructional delivery strategies is a very important tool for special education students, since they usually learn in different ways than their peers and need more practice. Using a variety of instructional deliveries, gave me the opportunity to practice new strategies and see them work or not work, 1st hand with my special education students and regular education students.

Standard 4: Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
3 Forms of assessment			WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	6/2/2016	 
Exit ticket			WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	6/2/2016	
Fall STAR Math	Data-driven curriculum revision work	Assessment Evidence/Data	WI TPES 4: Assessment For and Of Learning	Assessment For and Of Learning	10/29/2015	

Math curriculum mapping		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/19/2016	
Pre and Post Test student sample		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/19/2016	
Progress reports	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/19/2016	
Recording Keeping System		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	6/2/2016	
STAR progress monitoring		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/19/2016	
Summary Writing Rubric		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/25/2016	
Table of students' results		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/19/2016	
Two examples of Post Tests		WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	6/2/2016	

Examples:

- Brief report describing your record keeping system and how it is used to monitor student progress
- Copy of scoring rubrics
- Photographs or photocopies of student work with written comments
- Samples of educational reports, progress reports or letters prepared for parents or students
- Copy of disaggregated analysis of student achievement scores on standardized test
- Copy of students' journals of self-reflection and self-monitoring
- Evidence of the use of baselining and periodic assessments

Standard 4 Artifact Summary/Reflection:

All of the above artifacts are a variety of ways I assess my students in the regular education and special education classroom. I use both paper based quick assessments and computer based assessments tools to collect data from my students. Having a variety of techniques to gather data gives the whole picture of students' learning and progress. Having the quick daily assessments in the classroom was helpful to be able to know what they didn't get from the lesson and to be able to reteach those portions while in the moment. The summative formal assessments like STAR were a great way for me to look back over a longer period of time and see the progress throughout the time period more clearly and be able to write annual IEP goals.

Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
6th Grade Language Arts Lesson Plan			WI Teacher 5: Learning Environment	Learning Environment	6/2/2016	
Classroom Procedures			WI Teacher 5: Learning Environment	Learning Environment	5/19/2016	
Discipline Plan			WI Teacher 5: Learning Environment	Learning Environment	5/19/2016	
Math lesson plan #1			WI Teacher 5: Learning Environment	Learning Environment	6/2/2016	
Math lesson plan #2			WI Teacher 5: Learning Environment	Learning Environment	6/2/2016	

Examples:

- List of classroom rules with brief explanation of the procedures used to develop and reinforce them
- Schedule of daily classroom routines
- Explanation of behavior management philosophy and procedures

Standard 5 Artifact Summary/Reflection:















The above artifacts provides a picture of what the student learning environment looks like and expectations. It is important in any classroom, special education or not to have clear expectations and having as consistent daily schedule as possible. Students with disabilities need this even more. In order for students with disabilities to focus on the skill or content being presented, they should have practiced and mastered the daily expectations, so that the day to day operations doesn't get in the way of content learning. Having this implemented right away and practiced was a huge help for my students and they were able to focus when in instruction time. It was important to me to provide a safe and comfortable learning environment. I was aware of what their IEP stated for environmental accommodations and made sure to make those as consistent in regular education settings as in special education pull out settings.

Standard 6: Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
6th Grade Language Arts Lesson Plan			WI Teacher 6: Professionalism	Professionalism	6/2/2016	

Adapted Swimming Parent Form			WI Teacher 6: Professionalism	Professionalism	5/19/2016	
Behavior Management Rubric			WI Teacher 6: Professionalism	Professionalism	5/19/2016	
Communication Log	Evidence of communication	Communication	WI Teacher 6: Professionalism	Professionalism	5/19/2016	
 Google Summit Certificate			WI Teacher 6: Professionalism	Professionalism	6/2/2016	
Math lesson plan #1			WI Teacher 6: Professionalism	Professionalism	6/2/2016	
Math lesson plan #2			WI Teacher 6: Professionalism	Professionalism	6/2/2016	
Parent letter Champion games			WI Teacher 6: Professionalism	Professionalism	5/19/2016	
 PLC	Collaborative work with peers	Communication Instructional Planning	WI Teacher 6: Professionalism	Professionalism	5/19/2016	
 PLC	Collaborative work with peers	Communication Instructional Planning	WI Teacher 6: Professionalism	Professionalism	5/19/2016	
Progress reports		Assessment Evidence/Data	WI Teacher 6: Professionalism	Professionalism	5/19/2016	
STAR progress monitoring			WI Teacher 6: Professionalism	Professionalism	5/19/2016	

Examples:

- Copy of classroom newsletter or other parent information documents
- Sample copy of interim reports
- Professional Development Log
- Communication Log

Standard 6 Artifact Summary/Reflection:

The above artifacts show my ability to be professional. In special education, I need to be in constant clear contact with many staff members including teachers, administrators, custodial, and lunch personnel. My communication log is a snap shot of a month of communication between school staff and parents. Using my survey to find out how effective I was at the beginning of the year was a great way for me to make conscious efforts to change, modify or include new effective communication skills. Having effective communication with staff and parents is a key component for student success. Students interact and receive instruction from a variety of education staff and parents. In order to be an effective team, clear consistent communication skills need to be established.

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