

Employee Evaluation

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Bethany Payne

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Effectiveness Project
A Project of CESA 6
A professional evaluation system based on the Strong Evaluation model

** EP Teacher Documentation Log

Name: Bethany Payne
Building: Middle School
Grade: None
Assigned Administrator: Dempsey, Dixie
Submitted By: Dempsey, Dixie
Acknowledged By: N/A
Finalized By: Dempsey, Dixie

Title:
Department: Special Ed
Evaluation Type: New Teacher Year 2
Evaluation Cycle: 08/30/2016 - 06/26/2017
Date Submitted: 06/13/2017 8:55 am CDT
Date Acknowledged: Unacknowledged
Date Finalized : 06/13/2017 8:56 am 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	
CESA DLM	06/07/2017	Payne, Bethany	CESA_DLM_doc.pdf	
CESA Research-Based Writing Strategies	06/07/2017	Payne, Bethany	CESA_Writing_Prof_Dev.pdf	
Breakout Box	06/07/2017	Payne, Bethany	DocLogBreakoutpics.pdf	
Communication Log with parents	06/09/2017	Payne, Bethany	doclogCommunicationLogwithJenR...	
Parent communication Log	06/09/2017	Payne, Bethany	doclogMSBCommunicationLog.pdf	
Student email behavior log	06/09/2017	Payne, Bethany	doclogRTbehavlog.pdf	
Sub Plan	06/07/2017	Payne, Bethany	DocLogSampleSubPlan.pdf	
STAR Reading Growth data Fall to Spring	06/07/2017	Payne, Bethany	doclogstarspring17.pdf	

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	
CESA DLM	Professional Development Certificate	Professional development	WI Teacher 1: Professional Knowledge	Professional Knowledge	6/7/2017	
CESA Research-Based Writing Strategies	Professional Development Certificate	Professional development	WI Teacher 1: Professional Knowledge	Professional Knowledge	6/7/2017	
Observation lesson plan	Unit/Lesson/Intervention Plan	Instruction - Student Work Instructional Planning Assessment Evidence/Data	WI Teacher 1: Professional Knowledge	Professional Knowledge	1/11/2017	

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:

Included as artifacts for this standard is a pull out reading/math lesson plan for a student with down syndrome and two professional development certificates. The lesson plan shows evidence by showing I understand and am thoughtful of the learning targets in my lessons plan by including them at the bottom of the lesson plan. The certificates show that I have sought and accumulated more professional knowledge, which directly benefit my students both general education and special education. Being knowledgeable and thoughtful of the standards and having more strategies/knowledge of areas where my students struggle directly benefit them by plugging all the holes or give me more tools when my students get stuck.

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	
Observation lesson plan	Unit/Lesson/Interve... Plan	Instruction - Student Work Instructional Planning Assessment Evidence/Data	WI Teacher 2: Instructional Planning	Instructional Planning	1/11/2017	
Sub Plan	Annotated list of instructional activities Unit/Lesson/Interve... Plan Differentiation in lesson planning and practice	Instructional Planning	WI Teacher 2: Instructional Planning	Instructional Planning	6/7/2017	

Examples:

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

Standard 2 Artifact Summary/Reflection:

The two artifacts I have included are lesson plans. One is a pull out reading/math lesson plan with a student with down syndrome and the other is a daily sub plan. Both artifacts evidence of how thoughtful I am of my special education students accommodations and services both in a pull out setting and general education setting. The instructional planning found in the artifacts show my growth from a first year teacher to a second year teacher, by being more deliberate and precise with my planning. By improving my instructional planning it directly positively impacts my students. When I have everything I need planned out, I can give more focus and attention to minor changes or needs in the classroom.

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	
Breakout Box	Annotated photographs of class activities	Instruction - Student Work	WI Teacher 3: Instructional Delivery	Instructional Delivery	6/7/2017	
Observation lesson plan	Unit/Lesson/Interve... Plan	Instruction - Student Work Instructional Planning Assessment Evidence/Data	WI Teacher 3: Instructional Delivery	Instructional Delivery	1/11/2017	

Examples:

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

Standard 3 Artifact Summary/Reflection:

The two artifacts that are included are the pull out lesson plan for a student with down syndrome and photographs from a co-teaching ELA break out box lesson. We did the break out box related to the global read aloud book "PAX", which we read during 6th Reading. The students needed to use hidden clues, knowledge from the book and logical thinking to remove all the locks from the box and break out PAX, the fox. In the pull out lesson plan, the student was using spy gear to locate blue light ink written sight words hidden throughout the classroom. The artifacts show that I used a variety of instructional deliveries to teach multiple standards. These activities were a hit with both sets of students and were great for my special education students because each team member brought something to the table when solving the clues and riddles. The spy gear activity was a great assessment strategy for the student with down syndrome because it was something he enjoyed so it gave me great results and helped him practice his sight word reading.

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	
Fall Benchmark	Analysis of	Assessment	WI Teacher 4:	Assessment For and Of	1/19/2017	

	learner/classroom assessment	Evidence/Data	Assessment For and Of Learning	Learning		
	Observation lesson plan	Unit/Lesson/Interve... Plan	Instruction - Student Work Instructional Planning Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	1/11/2017
	Oct progress monitor page 2	Analysis of learner/classroom assessment	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	1/19/2017
	October progress monitor	Analysis of learner/classroom assessment	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	1/19/2017
	STAR Growth data	Analysis of learner/classroom assessment Graphs or tables of student results	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	5/17/2017
	STAR Reading Caseload	Analysis of learner/classroom assessment	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	1/19/2017
	STAR Reading Caseload 2	Analysis of learner/classroom assessment	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	1/19/2017
	STAR Reading Growth data Fall to Spring	Analysis of learner/classroom assessment	Assessment Evidence/Data	WI Teacher 4: Assessment For and Of Learning	Assessment For and Of Learning	6/7/2017

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 baseling and periodic assessments

Standard 4 Artifact Summary/Reflection:

The artifacts attached are mostly STAR data reports for 6th grade Reading. The artifacts show that I am consistently and continually assessing my students' learning. The STAR data impacts my professional practice directly by giving a baseline for individually strategies and RTI instruction. The STAR report helps identify not only students, but individual skill deficits. The individuality directly impacts my students by giving them the extra or reinforcement instruction at their level or with the skill they need.

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	
Fall 16-17 Student Survey	Survey Summary	Other Artifact Category	WI Teacher 5: Learning Environment	Learning Environment	6/7/2017	
Spring Student Survey 16-17	Survey Summary	Other Artifact Category	WI Teacher 5: Learning Environment	Learning Environment	6/7/2017	

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 artifacts attached are my student surveys given in the fall and the spring. The survey looks how their learning environment and culture. After reviewing the results in the fall, it was very helpful to know what areas need improvement and I feel I was able to address them. By using the students' feedback, it addresses their specific needs and wants. By giving the students a say about their learning environment and culture, it gives them more ownership over their learning.

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	
Communication Log with parents	Evidence of communication	Communication	WI Teacher 6: Professionalism	Professionalism	6/9/2017	
Fall student survey 16	Survey Summary	Professional development	WI Teacher 6: Professionalism	Professionalism	12/9/2016	
Parent communication Log	Collaborative work with peers Evidence of communication	Communication	WI Teacher 6: Professionalism	Professionalism	6/9/2017	
Student email behavior log	Collaborative work with peers	Communication	WI Teacher 6: Professionalism	Professionalism	6/9/2017	

Evidence of
communication**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 artifacts attached are communications logs between staff members and myself and between and a parent and myself. The logs show open and professional communications between staff and parents. The professionalism communication impacts my professional practice and knowledge by keeping me most to do date with what is going on in the student's personal and academic life, so that I can adjust my teaching strategy or accommodate the new need at that time. Because I am constantly and continually communicating with staff and parents, I am most able to fill the student's needs and their academics increase because their basic needs are met.

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