

	<b>Rating</b>	<b>Strengths</b>
1. Professional Knowledge	Exemplary / L4	You continually demonstrate extensive content and pedagogical knowledge, enrich the curriculum, and guide others in enriching the curriculum. You are also facilitating professional learning sessions to support our teachers in developing their strategies to support gifted/enrichment students (productive struggle).
2. Instructional Planning	Exemplary / L4	You continually seek and use multiple data and real-world resources to plan differentiated instruction to meet the individual student needs and interests to promote student accountability and engagement. For your grade level, you put together the daily math plans: lessons (including important teaching points), quick formatives, and independent practice. You also create the grade-level slides, following the county lessons along with matching notes for students so they can follow along. You have also created the daily grades, unit assessments, and small group planners.
3. Instructional Strategies	Exemplary / L4	During your lesson, you displayed the grade-level Power Point on your Smart Board. After the Activator, you displayed a word problem. You said, "So let's look at the problem and see what we know. If we are 'combining' (this is a word from the problem - How much combined rain fell ...) that means we are putting numbers together." You then displayed a mixed number addition problem. Then you said, "We also know that the denominators are not the same so we will have to find a common denominator. Are there multiple common denominators we could have? Yes - but we want to find the least common denominator." As you were talking through this problem the students were taking notes on their note-taking page. You said, "So shocker! We are going to use our 4 square method to solve our problem." You then guided the students through solving the mixed number addition problem using the 4 square method. Once you got to the answer you asked, "What do we notice about our answer? Right, it is an improper fraction which means it is greater than one whole. So what is the REAL answer to this problem? What is the unit? So, the total rainfall in November is 4 2/12 inches." After modeling the first problem, you had the students work in small groups to solve another mixed number addition problem that was on the back of their notes page. Your lesson focused on the I Can statement you had on the board (I can solve word problems involving addition and subtraction of fractions) and followed the gradual release strategy. You continually engage students in active learning, build upon their existing knowledge, and reinforce key learning strategies throughout the lesson.

4. Differentiated Instruction	Exemplary / L4	<p>You continually provide remediation, enrichment, and acceleration to further student understanding of the material. You do this through regular small-group instruction. In your data binder, you have evidence of your small group instruction beginning in August!</p> <p>I love the Small Group Planning sheets! Having the AKS and all the misconceptions already prepared helps ensure that you are planning data-driven purposeful groups!</p>
5. Assessment Strategies	Exemplary / L4	<p>You continually utilize quick formative assessments to determine each student's level of understanding. When I was in your room you also allowed the students to use their notes during their formative. I think this a great way to provide appropriate scaffolding as they are still learning a new skill.</p> <p>One important component of assessment is involving students in setting learning goals and monitoring their progress. I know you are doing this work with students with their iReady goal-setting and data binders. You can also do this on a smaller scale by incorporating your posting learning targets into your lesson. If you start each lesson by reviewing the learning target you can then return to it at the end of the math block to have the students reflect on their current level of understanding.</p>
6. Assessment Uses	Exemplary / L4	<p>One way that you utilize assessment data regularly is by administering quick formatives, and then sorting them the same day to form immediate, responsive small groups.</p> <p>In your data binder, you also track student progress across formatives, including daily grades, given throughout a unit. This document allows you to see if a student is struggling with a specific AKS consistently and would make it easy to also see if a student is beginning to master a skill which would make it easy to change a grade in the grade book when appropriate. When you see that a student is struggling you are able to pull similar students for targeted small groups and to assign additional practice with iXL.</p> <p>You also utilize the iReady Prerequisite report to create new math table groups at the beginning of each new unit. You develop heterogeneous groups for small group work as well as partner groups.</p>
7. Positive Learning Environment	Exemplary / L4	<p>You continually establish clear expectations for classroom rules, routines, and procedures and enforce them consistently and appropriately. For example, you expect your students to participate in class, so you hand out tickets to students who volunteer to participate. These tickets are an extension of Lion Loot. Students are able to trade in 5 tickets for 1 Lion Loot ticket. Students can also use these tickets to 'purchase' special items for their monthly movie days.</p> <p>You have also created a warm, attractive, inviting, and supportive classroom environment. For example, you have a deodorant basket where students can grab a travel-size deodorant if they need one. This is a supportive, yet discrete way, to support your 5th grade students.</p>

8. Academically Challenging Environment	Exemplary / L4	<p>You do a great time maximizing your instructional time. One way you accomplish this is by teaching at a purposeful pace. Your activating activity was 2 minutes, and your lesson lasted 12 minutes. Maintaining a good pace keeps your students engaged and allows you plenty of time to meet with small groups and for students to be engaged in practice.</p> <p>Also, the students were working in partners/groups for the activity that day. You already had them sorted into groups ahead of time. This not only saved time but also allowed you to intentionally group students so they could be more productive.</p>
9. Professionalism	Exemplary / L4	<p>You continually engage in a high level of professional growth and application of skills and contribute to the development of others and the well-being of the school and community. For example, this year, you volunteered to begin a yearbook club since our PTA member who organized the yearbook left. You also frequently attend Burnette events and attend your students' extracurricular activities.</p> <p>Started a yearbook club this year</p>
10. Communication	Exemplary / L4	<p>I saw on Parent Square that you send home a weekly newsletter. I'm assuming this is the same newsletter everyone on the grade level sends home. I'm not sure who created this, but I love the Math Minute which shows parents how you are solving problems in class. Have you received any feedback from parents on this? Something I thought might also be helpful is creating a video that models you working through problems as well.</p>