

	Rating	Strengths
1. Professional Knowledge	Exemplary / L4	<p>You consistently demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. Your commitment to excellence is evident through linking present content with past and future learning experiences, other subject areas, and real-world applications. You also contextualize lessons to help students relate, organize, and retain knowledge for long-term memory.</p>
2. Instructional Planning	Exemplary / L4	<p>You consistently demonstrate a strong commitment to collaborative planning, fostering a culture of teamwork and shared expertise. Your ability to collaborate effectively with colleagues is evident through leading data analysis sessions, examining student performance data, and identifying areas for improvement. You also share best practices, instructional materials, and assessment strategies with fellow teachers. Continue to utilize an agenda and/or protocols to encourage more collaboration and teamwork with your Math team.</p>
3. Instructional Strategies	Exemplary / L4	<p>After the students had a few minutes to work on the opening activity you reviewed with the students. You said, "Let's look at this problem here. We are looking at place value still. If I make this 1/10th as much, is it getting bigger or smaller? If I look at my place value chart, am I going to the left or the right?" You then drew a place value chart on the board to model. You said, "Where is my 1, what place value is it in? Hundredths, and if I move it one over the right what place is it in?" You continued to work through the problem by calling on students to participate. This was a highly engaging activating strategy for the students that got their brains moving.</p> <p>You then moved to the main lesson by displaying a PowerPoint on the board. You said, "We are using number lines today, but what did we have to use to round?" You called on a few students to share their ideas. Then you said, "We are going to use a similar method today, but we are going to use a number line as a visual today." The PowerPoint then displayed the "Think About It" portion of the lesson which was the "Teaching" part of the lesson. You guided the students through solving this problem by engaging them in the process. Remember with the gradual release model, it is important to spend the 'Teach' portion of the lesson modeling and think-aloud the process for the students. This provides the students with a clear and accurate example of the process they need to do later.</p> <p>You then moved to the 'Your Turn to Practice' part of the lesson which aligned with the Active Engagement section of the GCPS lesson. The students worked with a partner to complete the next problem on their interactive note page. Allowing students to collaborate with a partner is an effective strategy for each student to be actively engaged in the skill you are teaching.</p>

4. Differentiated Instruction	Exemplary / L4	You have evidence of the small group you have met with since August. You consistently employ differentiated instruction to meet the diverse needs of your students. You utilize data-driven insights to inform your teaching practices, ensuring that every learner receives personalized support.
5. Assessment Strategies	Exemplary / L4	While I was in your room I saw the class grid you utilize to record how the students are performing based on different math skills. You have a coding system to record your observations. You also utilize a "Guided Math group" form where you record the skills you focused on, who you met with, their level of mastery (square, circle, triangle), each student's strengths/needs, and the strategy you utilized. This not only is a great planning tool, but it is also a great assessment strategy. You are able to monitor your student's progress and reflect on the effectiveness of your instructional moves. You continually vary and modify assessments to determine individual student needs and progress, as well as use formal and informal assessments for diagnostic, formative, and summative purposes.
6. Assessment Uses	Exemplary / L4	At the end of your lesson, you had the students complete a short quick check on an index card to assess your students' level of mastery. You consistently use this real-time data to make immediate instructional decisions. You continually demonstrate expertise in using data to measure student progress and lead others in the effective use of data to inform instructional decisions.
7. Positive Learning Environment	Exemplary / L4	As I entered, you had soft music playing as the students were finishing DEAR time as a part of Read Across America Week. This seemed like a great calm way for your students to get started with their day. You engage in morning meetings with your homeroom 4-5 days a week focusing on the character trait of the month. I love that you have established a set routine for each day of the week. That helps you and the students know what to expect each day. Remember that if you see more specific needs with your class, it is always appropriate to change your plans to address those specific needs. Continue to engage your students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.

8. Academically Challenging Environment	Exemplary / L4	<p>At the beginning of your math lesson as students were coming in, you displayed a number puzzle on the board. As the students came into class they got out their math journals and started working with people at their table groups to solve the puzzle. This was a familiar practice for your students. This was a great way to maximize your instructional time as students transitioned. You shared that after your midyear iReady assessment, you established binders for the students to where they recorded their strengths and weaknesses as well as their plan to reach their goal by the end of the year. They will earn a candy bar or ice cream if they meet their goal. You also said this is an area you want to improve upon next year - begin more consistent in having students check in with their goals, and track their data to measure their progress.</p> <p>I agree that consistent check-ins make goal setting and progress monitoring more meaningful. One thing that you might consider, is working with your students in not just setting meaningful goals but also choosing rewards they want to work towards if they meet these goals.</p>
9. Professionalism	Exemplary / L4	<p>This year you completed your EdS in Leadership in Math Education, congratulations! You have also completed the Assessment Leadership Team training with the district, as well as some courses that were offered by outside organizations. You have incorporated what you have learned in your classroom to improve your instructional practices. 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.</p>
10. Communication	Proficient / L3	<p>You communicated regularly with your parents through Dojo and email. You share weekly newsletters, information about upcoming events, and pictures of what the students are engaged in at school.</p> <p>You shared that with individual parents you try to send home positive notes at least once a month, and make phone calls if you need to discuss anything with a parent.</p>