

**TEACHER EVALUATION CONFERENCE SUMMATIVE SCORING TOOL**

**Teacher Name:** James P Oliver **School:** Bailey, Sister Robert Joseph ES

**Date:** 4 / 13 / 2018 **Evaluator Name:** STEPHANIE A TATMAN

**Dates of Observations:**

(8/31/2017) (9/21/2017) (11/8/2017) (3/1/2018) (1/8/2018) (1/8/2018) (3/6/2018) (3/6/2018)

**Additional Dates of Observations:**

(12/7/2017)

**Dates of Conferences:**

(11/13/2017) (3/23/2018)

**Instructional Practice and Professional Responsibilities Strengths/Area for Growth and Evidence:**

During the school year, Mr. Oliver utilized Nevada Academic Standards to plan lessons. In addition, Mr. Oliver utilized and collaborated with coaches to strategically meet the needs of his students. This was evident during observations, lesson plans, and work samples. Mr. Oliver met this instructional goal and he continues to make progress in this area.

During the school year, Mr. Oliver increased his understanding of the Nevada Educator Performance Framework. This was evident during observations, lesson plans, and training logs. Mr. Oliver met this professional goal and he continues to make progress in this area.

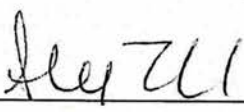
During the school year, Mr. Oliver demonstrated meeting his professional obligations. This was evident through interactions with colleagues during Site-Based Collaboration time, RTI Meetings, and committee meetings. In addition, this was evident during Meet the Teacher, Open-House, School-wide events, parent-teacher conferences, and extra-curricular activities within the school. Furthermore, it was evident in how he developed a positive collaborative environment in his classroom and how he treats students in a fair and equitable manner. Mr. Oliver made progress toward each of his previous directions and school initiatives in the area of Professional Responsibilities as noted in this evaluation through evidence statements.

**Educator Plan Progress and Evidence:**

Mr. Oliver is directed to:

1. Use the site-based Response to Instruction model to evaluate, progress monitor, and provide interventions for high-risk students working more than one year below grade level in reading and/or math.
2. Integrate the following research-based academic strategies into instruction: Small group instruction as a means for differentiation in ELA and Math, DOK Level 2 & DOK Level 3 questioning strategies, and incorporating engagement structures into daily instruction.
3. Improve pedagogical skills through the utilization of the Nevada Educator Performance Framework.
4. Work with grade level team to analyze school wide data during bi-weekly PLC's.
5. Work collaboratively with the PBIS team to implement school wide progressive plan.

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I, James Oliver have received an electronic copy of the Summary of Evidence which identifies at least two required pieces of evidence for each indicator [Signature] (educator teacher/administrator signature). Date: 4/13/18

Teacher Signature [Signature] Date 4/13/18

Evaluator Signature [Signature] Date 4/13/18

**TEACHER EVALUATION CONFERENCE SUMMATIVE RATING - EDUCATIONAL PRACTICE**

The evaluator uses this tool and evidence collected throughout the cycle to rate each Indicator on levels 1-4. Indicator ratings are then used to calculate each Standard score by averaging all Indicator levels for each Standard. The Professional Responsibilities domain score is then calculated by averaging the scores of all Standards. The final Educational Practice score is determined by calculating the sum of the weighted domain scores.

**Teacher Instructional Practice Standards**

Standard Score = Average of all Indicator levels for each Standard.

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score
2.75	3.00	3.00	3.00	3.00

<b>Instructional Practice Standards Overall Score = Average of Standard Scores</b>
2.95

**Teacher Professional Responsibilities Standards**

Standard Score = Average of all Indicator levels for each Standard.

Standard 1 Score	Standard 2 Score	Standard 3 Score	Standard 4 Score	Standard 5 Score
3.00	3.00	3.00	3.00	3.00

<b>Professional Responsibilities Standards Overall Score = Average of Standard Scores</b>
3.00

<b>Student Learning Goal Overall Score =</b>
3

**Probationary without Student Learning Goal Educational Practice Summative Score**

Instructional Practice Overall Score x 0.80	2.36
Professional Responsibilities Overall Score x 0.20	0.60
Student Learning Goal x 0.00	0.00% (not applicable)

**Final Score = Sum of Weighted Instructional Practice and Professional Responsibilities Scores** 2.96

**Educational Practice Overall Rating of Ineffective, Developing, Effective, or Highly Effective**

Effective

Teacher Signature

*[Handwritten Signature]*

Date

4/13/18

Evaluator Signature

*[Handwritten Signature]*

Date

4/13/18

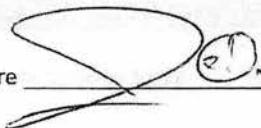
**STUDENT PERFORMANCE**

**Student Learning Goal: 3**

**Student Learning Goal:**

Mr. Oliver during his mid cycle review conference in January, 2018 was asked to share his progress towards his student learning goal. Mr. Oliver shared how he has worked collaboratively with his grade level team to determine strategies to support student growth and proficiency. Mr. Oliver has made satisfactory progress towards his student learning goal for the 2017-2018 school year.

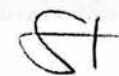
Teacher Signature



Date

4/13/18

Evaluator Signature



Date

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**INSTRUCTIONAL PRACTICE STANDARDS**

**Standard 1: New Learning Is Connected to Prior Learning and Experience**

**Indicator 1:** The teacher activates all students' initial understandings of new concepts and skills. **Level 2**

9/21/2017 - Mr. Oliver inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes. The objective should have been clearly stated/posted during the lesson and several checks on learning throughout the lesson. If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends.

8/31/2017 - Mr. Oliver inadequately activated most students' initial understandings and incomplete understanding of the lesson as observed on 8/31/17. During his reading lesson, he did not clearly explaining the directions before breaking the students into their groups. Mr. Oliver stated "I need some research" and "write some details". Teacher attempted to re-give directions as he monitored the various groups. Students continued to not have a clear understanding of the assignment and did not complete the assignment in the allotted time. Mr. Oliver never tried to bring the class back together whole group, clarify the directions, check for student understanding and have students complete the assignment.

Direction: Activate all students' initial understandings of new concepts and skills by clearly stating/posting the learning objective.

**Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for all students. **Level 3**

3/2/2018 - Teacher reviews previously learned information about the story.  
12/7/2017 - Teacher reviews previously learned information about how birds fly.

**Indicator 3:** The teacher makes clear the purpose and relevance of new learning for all students. **Level 3**

9/21/2017 - Mr. Oliver inadequately clarified the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals. Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning. Students should be answering the question: What is the point?  
8/31/2017 - Mr. Oliver inadequately clarified the purpose and relevance of new learning for most students, including insufficiently connecting new learning to longer-term learning goal. As observed on 8/31/17, students did not understand the purpose of the lesson. Objective was not posted and objective was not stated during the lesson. The "group leader" of each group could not clearly explain the assignment nor provide explicit directions for the other group member to complete the assignment, when asked.  
11/8/2017 - Student shares what they see in the video and what they had previously discussed in the lesson from the day before.  
11/8/2017 - Teacher shares the purpose of the lesson. "If you see details from the other group's work that you do not have you will want to add this."


**Indicator 4:** The teacher provides all students opportunities to build on or challenge initial understandings. **Level 3**

3/2/2018 - Teacher encourages students to visualize the story and reflect upon the story as he reads to story aloud with accompanying music.  
8/31/2017 - Mr. Oliver employed inadequately and unvaried strategies, only minimally assisted most students in the process of bridging understanding from initial concepts to target learning. As observed on 8/31/17, students were not provided strategies to assist in understanding the purpose of the lesson.  
11/8/2017 - All students were challenged to stretch their ideas and add on to the details related to the topic.

**Standard Score (Average of Above Indicator Levels): 2.75**

**Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners**

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**Indicator 1:** Tasks purposefully employ all students' cognitive abilities and skills. **Level 3**

3/2/2018 - Teacher asks students to close their eyes and teacher describes the conditions of slavery. Teacher then plays the song Rise Up. Teacher continues to read as students listen to the story and visualize story. Students then pull out notebooks and begin to write.

11/8/2017 - Students write in complete sentences or phrases depending on their own level.

11/8/2017 - In reviewing students' journals there were some students with sentences written with formulaic sentence structure repeated. Other students had completed sentences with a variety of structure.

**Indicator 2:** Tasks place appropriate demands on each student. **Level 3**

3/2/2018 - Teacher asks students to close their eyes and teacher describes the conditions of slavery. Teacher then plays the song Rise Up. Teacher continues to read as students listen to the story and visualize story. Students then pull out notebook and begin to write.

11/8/2017 - Teacher sends students to their desks to work with their groups to add more details to their writing.

**Indicator 3:** Tasks progressively develop all students' cognitive abilities and skills. **Level 3**

3/2/2018 - Teacher asks students to close their eyes and teacher describes the conditions of slavery. Teacher then plays the song Rise Up. Teacher continues to read as students listen to the story and visualize story. Students then pull out notebook and begin to write.

11/13/2017 - Mr. Oliver assigns homework that is at an appropriate level of challenge for all students.

**Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status. **Level 3**

3/2/2018 - Teacher treats students with respect.

12/7/2017- Teacher treats students with respect.

**Standard Score (Average of Above Indicator Levels): 3.00**

**Standard 3: Students Engage In Meaning-Making through Discourse and Other Strategies**

**Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students. **Level 3**

During observations on 12/7/2017 and 3/2/2018 the teacher provided students with adequate opportunities for productive discourse.

**Indicator 2:** The teacher provides opportunities for all students to create and interpret multiple representations. **Level 3**

11/8/2017 - Students work to understand the topic through videos, shared writing and group discussion.

3/2/2018- Students listen to music as teacher reads story aloud. Students worked on visualizing the story.

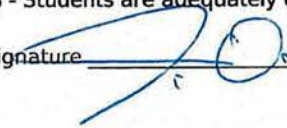
**Indicator 3:** The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships. **Level 3**

3/2/2018 - Teacher asks comprehension questions on previously learned material. Teacher calls on students one by one to answer questions.

11/8/2017 - Teacher shares how the first Thanksgiving is similar to our celebration of Thanksgiving today. Teacher asked, "What are some things you do with your own families?" A few students respond. One student shared how his parents were born in American. Another student shares how he visits his cousins. Another student shared how they pray as a family.

**Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students. **Level 3**

3/2/2018 - Students are adequately engaged throughout lesson.

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11/8/2017 - Classroom Rules, objectives, schedule all posted. Teacher provided feedback for the groups about their work. Teacher utilizes signal of countdown and also class cheer where he says, Bailey and the students respond Broncos. Teacher also utilizes scoreboard for productive group work.  
11/8/2017 - High level of engagement from all student throughout the group activity.

**Standard Score (Average of Above Indicator Levels): 3.00**

**Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning.**

**Indicator 1:** The Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it. **Level 3**

11/8/2017 - Teacher shares a student's writing from his journal with the whole group as a good example of quality work and quantity expectations.  
3/2/2018- Students write about what they visualized from listening to the story.

**Indicator 2:** The teacher structures opportunities for self-monitored learning for all students. **Level 3**

9/21/2017 - During the lesson, most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson. Students were not clear about the learning goals and performance criteria to engage in self-monitoring, students need to be clear.

3/2/2018 - Teacher pauses throughout story asking students to think about how Henry felt during each part of the story.

11/8/2017 - Teacher challenges students to add more details to their circle map as a group. "Which group is going to get the points?" "Check out those details."

**Indicator 3:** The teacher supports all students to take actions based on the students' own self-monitoring process. **Level 3**

3/2/2018 - Teacher asks students to visualize the story and what it felt like to be Henry. Teacher plays music and reads story aloud.

11/8/2017 - Teacher challenges students to add more details to their circle map as a group. "Which group is going to get the points?" "Check out those details."

**Standard Score (Average of Above Indicator Levels): 3.00**

**Standard 5: Assessment is Integrated into Instruction**

**Indicator 1:** The teacher plans on-going learning opportunities based on evidence of all students' current learning status. **Level 3**

3/2/2018 - Lesson plans are posted on curriculum engine and align with instruction.

12/7/2017 - Lesson plans are posted on curriculum engine and align with instruction.

**Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria. **Level 3**


9/21/2017 - Mr. Oliver inadequately aligned assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status student learning goal was not specified during the lesson. A review of the lesson plans the week of September 11 and 18 does not reflect differentiated instruction and small group instruction in core content areas.


3/2/2018 - Students get out their notebook and begin to write.

11/8/2017 - Teacher challenges students to add more details to their circle map as a group. "Which group is going to get the points?" "Check out those details."

**Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of all students. **Level 3**

11/8/2017 - Teacher challenges students to add more details to their circle map as a group. "Which group is going to get the points?" "Check out those details."

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3/2/2018 - Students get out their notebook and begin to write.

**Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for all students.

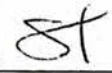
**Level 3**

3/2/2018- Teacher monitors students as they write in their journal and assists students as needed.

12/7/2017- Teacher asks students to identify words that they do not understand. Teacher assists students to help them determine meaning.

**Standard Score (Average of Above Indicator Levels): 3.00**

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**PROFESSIONAL RESPONSIBILITIES STANDARDS**

**Standard 1: Commitment to the School Community**

**Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. **Level 3**

3/6/2018 - The teacher supported Bailey Elementary with the implementation of the RTI process by progress monitoring, implementing benchmark assessments, and keeping all data on RTI students from October through the end of the year.

1/8/2018 - The teacher takes an active role collaborating with colleagues during weekly grade level collaboration meetings.

1/8/2018 - The teacher takes an active role collaborating with grade level to develop long range plans, develop common assessments, and use interim data to plan performance tasks.

**Indicator 2:** The teacher takes an active role in building a professional culture that supports school and district initiatives. **Level 3**

1/8/2018 - The teacher takes an active role on school committees.

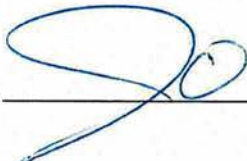
1/8/2018 - The teacher participated in site based collaboration according to district guidelines and effectively incorporated professional development strategies into instruction.


**Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students. **Level 3**

3/6/2018 - The teacher utilized attendance contracts and tardy contracts to increase attendance when needed and communicated attendance concerns with school administration to support the school initiative to increase attendance.

1/8/2018 - The teacher promoted school wide expectations.

**Standard Score (Average of Above Indicator Levels): 3.00**

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