

Teacher: McNally, Stacy J

School Year 2014

Standard 1: CURRICULUM AND PLANNING

ACCOMPLISHED

Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 1.3 The teacher uses a balanced assessment approach to guide student learning.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Standard 1 Comments

Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

ACCOMPLISHED

Element 2.1 The teacher understands and responds to the unique characteristics of learners.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 2.3 The teacher establishes and maintains a learner-centered culture.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Standard 2 Comments

Standard 3: TEACHING

ACCOMPLISHED

Element 3.1 The teacher utilizes a variety of research-based instructional strategies.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Standard 3 Comments

Standard 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

ACCOMPLISHED

Element 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Standard 4 Comments

Standard 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY
ACCOMPLISHED

Element 5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Element 5.3 The teacher promotes practices and policies that improve school environment and student learning.

☐ Distinguished ☒ Accomplished ☐ Emerging ☐ Unsatisfactory

Standard 5 Comments

Standard 6: STUDENT LEARNING

Student Learning Goal 1 The work of the teacher results in measurable progress of student learning of state-approved curricula.

☐ Distinguished ☒ Accomplished ☐ Emerging

Student Goal 1	Content Area	The specific content area is 10th grade American Literature. Covered in the first semester (September-January) are the American Revolution, The American Romantic period, The American Transcendentalism, and American Regionalism. The class also focuses on academic writing styles, critical thinking, and problem solving. The focus of this literacy goal comes from ELA.10.R.C2.1, ELA.10.R.C2.4, ELA.10.R.C2.6, ELA.10.R.C4.1, ELA.10.SL.C13.1, and ELA.10.L.C17.2.
	Goal	All students beginning with a score below 50% will improve assessment score to score above a 50%. Students who have already scored above a 50 % will improve their scores by at least 2 questions. The highest score on the pre test was a 13/15, so each student will have room for growth and will show growth and progression on their post test.
	Context	The learners are 10th grade American Literature students in a college preparatory English class. The classroom is a technology centered environment and each student uses their own desktop computer on a daily basis. There are 51 students total making up the group which will be measured. The classes are 98% Caucasian, 49% of the students are male and 51% are female. 0% of the students qualify for IEP based modifications.
	Baseline Data	Students took a pretest at the start of the semester. Students read "The Whistle" by Benjamin Franklin. Students then answered 15 multiple choice style questions which focused on reading comprehension, rhetorical devices, contextual meaning, literary devices, and connotative language. The passage and questions came from the CSO aligned text book adopted by JMHS. 68% of students scored below 50%. 32% scored above 50 % on the assessment, but no students received a perfect score on the assessment.

Collaboration To achieve the goal, students will work in collaborative groups to initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher lead) with diverse partners. Although the goal itself is self measured, to achieve the goal students will work together in collaborative learning communities to enhance their learning, understanding, and practice.

Data Results

Student Learning Goal 2 The work of the teacher results in measurable progress of student learning of state-approved curricula.

☐ Distinguished ☒ Accomplished ☐ Emerging

Student Content Area The specific content area is 10th grade American Literature. Covered in Goal 2 the first semester (September-January) are the American Revolution, The American Romantic period, The American Transcendentalism, and American Regionalism. The class also focuses on academic writing styles, critical thinking, and problem solving. The focus of this writing goal comes from ELA.10.W.C9.1, ELA.10.W.C9.2, ELA.10.W.C9.3, ELA.10.W.C10.1, ELA.10.W.C10.2, AND ELA.10.W.C11.3, ELA.10.W.C12.1.

Goal Students will improve their writing score according the the WV Writing Rubric for grade 10. Each student will demonstrate a 2 level growth or improvement. If a student had a score of 2, they will grow to a score of 4 or better in each category. Since no students scored above a 4 in each category, each student has room for this growth through practice in areas of organization, development, sentence structure, word choice/ grammar, and mechanics.

Context The learners are 10th grade American Literature students in a college preparatory English class. The classroom is a technology centered environment and each student uses their own desktop computer on a daily basis. The learning environment, although containing heavy emphasis on technology, has traditional classroom elements like text books. The classes are 98% Caucasian, 49% of the 51 total students are male and 51% are female. 0% of the students qualify for IEP based modifications.

Baseline Data Students wrote a narrative essay and were assessed using the West Virginia Writing Rubric published by the WV Office of Assessment and Accountability. No students scored the highest (6 out of 6) in all areas. Students showed weakness in organization, development, sentence structure, word choice/grammar usage, and mechanics. The average score for all 51 students was a 2 of 6.

Collaboration Students will work together to edit peer writing samples on a regular basis. They will work in small groups, with partners, and as a class to analyze strengths and weaknesses in writing samples as well as the work of peers. They will write about topics covered in English class, as well as partner with other class topics to enhance their understanding of writing in all disciplines of education.

Data Results

Standardized School Growth Score - Mathematics The work of the teacher results in measurable progress of student learning of state-approved curricula as evidenced within the Student Growth Calculation.

Standardized School Growth Score - Reading The work of the teacher results in measurable progress of student learning of state-approved curricula as evidenced within the Student Growth Calculation.

Standard 6 Comments

Standard 7: PROFESSIONAL CONDUCT - The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

Policy and Procedure

☒ Meets Standard ☐ Below Standard ☐ Unsatisfactory

Attendance

☒ Meets Standard ☐ Below Standard ☐ Unsatisfactory

Schedule

☒ Meets Standard ☐ Below Standard ☐ Unsatisfactory

Respect

☒ Meets Standard ☐ Below Standard ☐ Unsatisfactory

Standard 7 Comments

Evaluator Commendations and Recommendations

Educator Addendum

Summative Performance Rating

☐ Distinguished ☐ Accomplished ☐ Emerging ☐ Unsatisfactory

Evaluator ELP48502 finalized evaluation - 06/03/2014

Educator T948002271 accepted evaluation - 06/03/2014