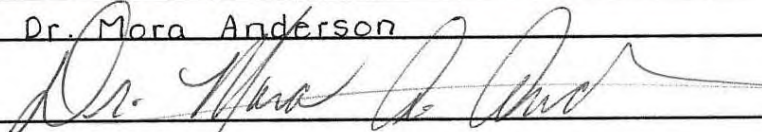
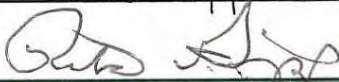
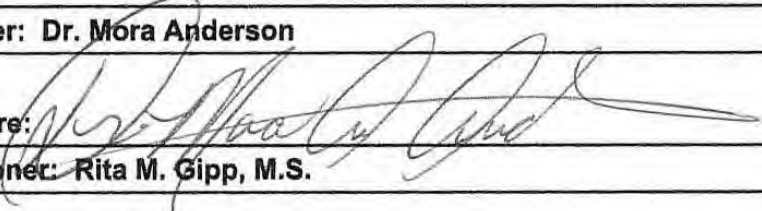


## Domain Score Summary

<b>Observer:</b>	Dr. Mora Anderson	
<b>Signature:</b>		<b>Date:</b> 6/10/2014
<b>Practitioner:</b>	Rita Gipp	
<b>Signature:</b>		<b>Date:</b> 6/10/2014
<b>2A: Creating an Environment of Respect and Rapport</b>	N/A	4
<b>2B: Establishing a Culture for Learning</b>	N/A	4
<b>2C: Managing Classroom Procedures</b>	N/A	4
<b>2D: Managing Student Behavior</b>	N/A	4
<b>2E: Organizing Physical Space</b>	N/A	4
<b>3A: Communicating with Students</b>	N/A	4
<b>3B: Using Questioning and Discussion Techniques</b>	N/A	4
<b>3C: Engaging Students in Learning</b>	N/A	4
<b>3D: Using Assessment in Instruction</b>	N/A	4
<b>3E: Demonstrating Flexibility and Responsiveness</b>	N/A	4
<b>1A: Demonstrating Knowledge of Content and Pedagogy</b>	N/A	4
<b>1B: Demonstrating Knowledge of Students</b>	N/A	3.5
<b>1C: Setting Instructional Outcomes</b>	N/A	4
<b>1D: Demonstrating Knowledge of Resources</b>	N/A	4
<b>1E: Designing Coherent Instruction</b>	N/A	4
<b>1F: Designing Student Assessments</b>	N/A	4
<b>4A: Reflecting on Teaching</b>	N/A	4
<b>4B: Maintaining Accurate Records</b>	N/A	4
<b>4C: Communicating with Families</b>	N/A	4
<b>4D: Participating in a Professional Community</b>	N/A	4
<b>4E: Growing and Developing Professionally</b>	N/A	4
<b>4F: Showing Professionalism</b>	N/A	4

## Domain Score Summary

### Domain Score Summary

<b>Observer: Dr. Mora Anderson</b>		
<b>Signature:</b> 	<b>Date:</b> 6/30/2016	
<b>Practitioner: Rita M. Gipp, M.S.</b>		
<b>Signature:</b>	<b>Date:</b>	
<b>2A: Creating an Environment of Respect and Rapport</b>	Distinguished (4)	Rationale: Students are entirely appropriate during the full class period and work well independently. There were numerous examples of mutual respect shown between student and teacher.
<b>2B: Establishing a Culture for Learning</b>	Distinguished (4)	Rationale: Rita consistently shared high expectations and often pressed students to solve their own dilemmas through process consultation and retracing actions performed prior to the dilemma occurrence. Questioning was Rita's "go to" style of assisting students in this way. However, at times she may have had to use visuals (by taking command of student's computer for modeling).
<b>2C: Managing Classroom Procedures</b>	Distinguished (4)	Rationale: Because Rita spent so much time building complete lessons in Moodle, all of the student's work was pre-set and graduated from least to most difficult and included natural transitions with relevant practice and/or activity that would allow for performance based assessment to determine level of student learning.
<b>2D: Managing Student Behavior</b>	Distinguished (4)	Rationale: Rita's teaching style is more of a seminar style. Student's engage with the teacher when necessary to seek additional information or clarity. Aside from this purpose, students remained highly engaged in their independent work or paired work when choosing to assist a peer. The result of this organization was a well behaved class with little to no interruptions.

<p><b>2E: Organizing Physical Space</b></p>	<p>Distinguished (4)</p>	<p>Rationale: The class environment was typical for a computer related course (individual work stations). Rita, however, effectively maneuvered the space such that she could monitor all student's progress and engage in multiple lesson related conversations/clarifications within a single class period.</p>
<p><b>3A: Communicating with Students</b></p>	<p>Distinguished (4)</p>	<p>Rationale: Rita experienced a minimal need to "re-explain" instructions due to the nature of clarity and thoroughness that she implemented when assigning the lesson. For those who required additional support, Rita consistently circled the classroom to offer help.</p>
<p><b>3B: Using Questioning and Discussion Techniques</b></p>	<p>Distinguished (4)</p>	<p>Rationale: When assisting students, Rita was very careful to allow students to "arrive at their own correct answer" by walking them through a series of questions concerning the given lesson.</p>
<p><b>3C: Engaging Students in Learning</b></p>	<p>Distinguished (4)</p>	<p>Rationale: See earlier comments about the structure of the Moodle Platform and the need for classroom management being low due to high student engagement.</p>
<p><b>3D: Using Assessment in Instruction</b></p>	<p>Distinguished (4)</p>	<p>Rationale: See earlier comments about Rita's ability to circle the classrooms multiple times to offer consistent and thorough support to students in need of assistance.</p>
<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p>	<p>Distinguished (4)</p>	<p>Rationale: Rita provided the following example as evidence: "When we had no network for two days, I was able to get students logged in locally to the computer, and I distributed course content to the desktop using a flash drive. With a history teaching technology, I've had much practice making adaptations to lessons when technology issues arose."</p>
<p><b>1A: Demonstrating Knowledge of Content and Pedagogy</b></p>	<p>Distinguished (4)</p>	<p>Rationale: Rita is very thorough when planning student lessons. Because she uses moodle and other technology to ease student access, she always layers concepts and embed links so that the students may learn to work independently to make necessary curricular connections.</p>

1B: Demonstrating Knowledge of Students	Indistinguishably Proficient (3.5)	Rationale: Rita devoted sincere effort to engage with students and their families. She was very visible during extracurricular events and participated in integrated instruction that resulted in an evening school event that welcomed participation. Had Rita remained employed at this school she would have easily earned a score of "Distinguished" in this component category.
1C: Setting Instructional Outcomes	Distinguished (4)	Rationale: Rita plans coherent graduated lessons in Moodle and instructs them with clarity and fidelity to purpose.
1D: Demonstrating Knowledge of Resources	Distinguished (4)	Rationale: Rita is a very informed Educator who immerses herself in life-long learning ventures. She is a participant of ISTE, STN, and other organizations related to her field. When faced with teaching a new subject this year, Rita often relied on online resources and other district provided resources as part of the STEM initiative.
1E: Designing Coherent Instruction	Distinguished (4)	Rationale: See earlier comments in this component
1F: Designing Student Assessments	Distinguished (4)	Rationale: Rita always provides students with a rubric to help them understand goals for their learning. Prior to allowing students to work independently toward those learning goals, Rita completely reviews the rubric and answers any student's question/concern. During students' independent work time, Rita continuously circulates the classroom to help students answer their own questions by using questioning and self-reflective strategies.
4A: Reflecting on Teaching	Distinguished (4)	Rationale: Rita provided the following evidence: "I keep daily logs in my lesson plan book, noting suggested alterations to lessons if and when repeated. This is a practice I have undertaken since the onset of my career." and "Much of the course content this year was being developed as the weeks progressed. Several examples of responsive adaptations include: The abandonment of the final lesson in the Adobe Interactive Graphics curriculum, replacing it with my own culminating activity, and Replacing the STEM Academy's Architecture curriculum mid year with my own as students were in need of more active (hands-on) practice of skills, absent in the purchased canned curriculum."

<b>4B: Maintaining Accurate Records</b>	Distinguished (4)	Rationale: This component category is automatically met with the use of the Moodle Platform. Additionally, Rita created quizzes in Skyward. Students were able to track their own progress simultaneous to Rita's assessment of their learning.
<b>4C: Communicating with Families</b>	Distinguished (4)	Rationale: Rita has an "open door" communication policy. She kept in continuous communication with students and parents via email. She also released her personal numbers so that students and parents had access to timeless support.
<b>4D: Participating in a Professional Community</b>	Distinguished (4)	Rationale: Rita made stellar attempts to engage with her students, colleagues and their families: Robotics, Chess Team; Yearbook Committee, Orchestra Concert, and Graduation were just a few activities where she left her "mark of excellence". Rita has truly been an asset to Nicolet this school year.
<b>4E: Growing and Developing Professionally</b>	Distinguished (4)	Rationale: Rita stretched herself in teaching new content this year. She participated in the STN Conference in Atlanta for enrichment purposes. She also assisted one of her colleagues in becoming certified as an on-line instructor through her work as a UW-Parkside Instructor.
<b>4F: Showing Professionalism</b>	Distinguished (4)	Rationale: Rita is very timely with completing district responsibilities for attendance-taking; collaborating with colleagues; and participating in the school community at-large. Rita is very thorough and self-reflective and holds just as high expectations for herself as she does her students. Rita is a model Educator and we were blessed to have her instruct our students (and staff) this school year. She will be an asset to any organization that she chooses to join.