

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

Summary Report

Staff Member: Ms. Rita Gipp

Principal: Steve Salerno

School: Marshall Middle School

Date: May 6, 2005

Class/Subject Area: Technology Education Teacher

1. Current Information/Professional Growth:

Ms. Rita Gipp is completing in her eleventh year as an educator and her fourth year at Marshall Middle School. Rita is currently certified in the following areas: Elementary Education (1-9), Math education (5-9), and Technology Education (6-9 Renewable Emergency Certificate). Ms. Gipp holds her Bachelor of Science degree from the University of Wisconsin – Steven’s Point. Rita recently completed her Masters of Science Degree in Technology Education from the University of Wisconsin – Platteville.

Ms. Gipp teaches technology education to our eighth grade students at Marshall Middle School. While Marshall’s population is primarily homogeneous, Ms. Gipp does a fine job of responding to our school’s demographic shift (we are experiencing an increase in the number of students of color, special needs students, and students deemed economically disadvantaged). She seeks and employs new methods of reaching the individual needs of her students. She actively collaborates with her peers in an effort to assist students, develop meaningful and comprehensive lesson designs, and problem solve.

Since her last performance evaluation, Rita has been fevershly working to complete her graduate studies. Since the spring of 2001, Ms. Gipp has completed nine courses towards her technology education certification. In addition to her graduate coursework, Rita has also participated in several professional development programs: Effective Teacher Training, Crisis Intervention Workshop, and trainings from Labvolt; moreover, Ms. Gipp serves as a member of the district sponsored “Technology Action Coalition to Kindle Lifelong Equity in Technology Education” (TACKLE) committee. Rita participates in Site Council meetings, and she serves as the school’s technology chairperson.

Currently, Ms. Gipp is a member of several professional organizations: RVUT, JEA, WEA, and NEA

2. Implementation of *Beyond 2005* priorities, district policies, building initiatives and procedures and personal action plan objectives.

Ms. Gipp is committed to her own professional development. She sincerely believes it serves as a vehicle for enhancing her instruction in order to benefit her students. During the 2004-2005 school year, Ms. Gipp and I decided she would complete the “Self Directed” approach to the supervision cycle. Two primary goals were established: enhance her organizational abilities and enhance instruction.

Ms. Gipp developed a comprehensive plan to assist in organizing and managing her work for school and personal business. She has completed everything from reorganizing her filing cabinets to utilizing the “Teacher Agenda Book” for planning. In an effort to enhance her instructional pedagogy, Ms. Gipp began editing her Module Guide Worksheets. This activity served three purposes: adaptation of modules were made to meet the readiness levels of her special needs students, class notes were more in synch with instruction, and questions were edited for clarity.

Ms. Gipp also sought to learn more about the Skyward Gradebook. Working with her colleagues and our Technology Integrator, Mrs. Sandy Armstrong, Ms. Gipp learned procedures for daily maintenance of grades and attendance. She sought creative methods of providing grades that truly reflect students’ aptitude – not just a numerical value.

Ms. Gipp and I met to establish her goals, review her progress, and assess her results on September 23, 2004, November 23, 2004, March 8, 2005, and May 13, 2005.

3. Indicators of Teaching Effectiveness:

Even though Ms. Gipp did not elect to participate in the “direct supervision” approach, I had the pleasure to informally observe her performance in the classroom setting, parent conferences, and meetings with her colleagues.

Instruction: Ms. Gipp is masterful in showcasing her students’ performance on a website she hosts (<http://www.marshallteched.com>). This website is designed for students to display the websites they have created in class. As part of her personal business, Ms. Gipp offers this service free of charge. Ms. Gipp crafts meaningful lessons designed to meet students at their individual readiness levels. A variety of teaching methods are sought and implemented. These methods are designed to motivate, maintain interest, stimulate thinking, and encourage maximum involvement of her students. Students rotate through each of Ms. Gipp’s modules. She works hard to relate each of these modules to her students’ background, experiences, and concerns. Assessment is designed by Ms. Gipp with two goals in mind: to determine the extent which students mastered the material and how/if the material should be retaught. Admirably, I believe Ms. Gipp’s sees students’ performance as a validation of her teaching as much as it is about their learning.

Classroom Management: It is evident there is a positive classroom atmosphere. Ms. Gipp approaches her students in a caring, thoughtful manner. This is evident in all her dealings with students. She is firm, consistent, and fair in her handling of discipline, and she applies corrective interventions. Parents are always considered part of the equation. Ms. Gipp does a fine job of bringing them into the fold. She develops relationships with parents by listening, respecting their feelings, and using their ideas where appropriate.

Human Relationship Skills: Ms. Gipp seeks to raise students’ self esteem through praise and encouragement. She uses knowledge of students’ cultural differences in order to better assist them. Her professional demeanor is warm and caring in all her dealings with students and other colleagues. Ms. Gipp seeks out the assistance of instructional specialists and student services team members in order to coordinate efforts as needed.

4. Commendations/Recommendations:

My professional experiences with Ms. Gipp have always left me feeling as though she is a tremendous advocate for our students. She develops a bond with her students – even some of the most difficult to reach – in a way that leaves a lasting, positive impression. Her “can-do spirit” is always appreciated by students, colleagues, and parents. For example, when an advisor was needed for the Marshall Redcoat, a student newspaper, Ms. Gipp jumped at the chance. She saw this as an opportunity to help students utilize their technological skills. Thanks to Ms. Gipp’s ingenuity, The Redcoat, has been published on our school’s website for all visitors to see.

Needless to say, Marshall Middle School is fortunate to have Ms. Rita Gipp as a member of its faculty.

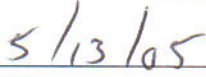
The following recommendations come as a result of our school and district initiatives. They should not be construed as a deficiency in performance. Rather, these are areas all members of the Marshall team are expected to implement in their pedagogy:

- ✓ Continue utilizing student performance data in order to promote individualization and differentiation in instruction (e.g. standardized testing, teacher anecdotes, best practices, etc.)
- ✓ Continue seeking ways of providing students with rigorous and relevant instruction.
- ✓ Continue developing methods of including parents as partners in their students’ education.
- ✓ Seek programs and workshops (content specific or otherwise) that will enhance classroom instruction for the students of Marshall Middle School.
- ✓ Explore and utilize best practices in enhancing instruction for students of color, special needs students, and the economically disadvantaged.

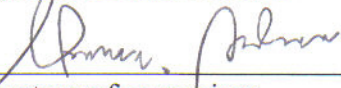
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Signature of staff member



Date



Signature of supervisor



Date

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Principal
Director of Human Resources