

**School District of Janesville  
Summative Evaluation**

<b>Staff Member:</b> Rita Gipp	<b>Principal/Supervisor:</b> Andre Bennett	
<b>School(s):</b> Marshall Middle School	<b>Date:</b> 6/6/2014	<b>Class/Subject Area:</b> Technology Education

**1. Current Information/Professional Growth:**

**Certification:** Elementary Teacher (45)/Regular Education (777) 1-9, Mathematics (400) 509, and Technology Education (220) K-12

**Years Taught:** 18

**Degree(s):** BS Elementary Education/ Minor (Mathematics) UW Stevens Point, MS of Education/Minor Learning Technologies UW Platteville

**Special Coursework Since Last Evaluation:** Middle School Math – McGraw Hill Training, VEX Robotics Training, Career Cruising Training, 4,3,2,1, Grading Scale Training, Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain, SMARTBoard Level 1 Course, and SMARTBoard Level 2 Course.

**District Committees:** Technology Committee, JEA Executive Board, District Moodle Administrator/Trainer, Infinite Campus Trainer

**Building Committees:** Tech Ed Dept Head, Site Council Member

**2. Implementation of Individual Instructional Learning Goals (based on Beyond 2010 priorities, district policies, building initiatives and procedures):**

**SLO Goals/Teacher Goal:**

**Teacher Professional Practice Goals (based on CESA 6 self-assessment):**

*Explore the updated version of PLTW GTT program online, identifying new activities and adjusting curriculum accordingly.*

*Investigate resources available through Career Cruising, bringing in guest speakers, and actively seeking non-traditional, diverse representatives to visit the classroom.*

*Develop Moodle activities that encourage independent feed-back from students, both in the form of pre-assessment inventory of skills, and ongoing checks for understanding. Also, create an area for student to upload completed activities and pictures of projects.*

*Keep ongoing and accurate records of building meetings in lesson plan book*

**SLO Goals:**

*Specifically, 6<sup>th</sup> hour B day class is targeted for improvement. This is a class of students who appear to be highly capable, yet students whose social behavior and lack of attention to classroom instruction prevent them from achieving to their potential.*

*Students in this class notably perform better when instructions are delivered individually via online instruction. Therefore, much effort will be taken to provide as much instruction as possible within the Moodle environment, and ongoing check for understanding will be incorporated into the Moodle environment to verify comprehension of core competencies at various levels of development.*

□ **SLO Goal Teacher Reflection:**

*The difference in student performance after posting classroom instruction and activity directions in a web-based learning environment exceeded my expectations. Students who had previously left the group discussion environment unsure of their instructions became engaged in what can now be deemed as one-on-one instruction. (With headsets on, students listened to previously recorded videotaped instruction online.)*

*Data supports the success observed within the classroom as SLO goals were incorporated into instructional practices. Average achievement before the change was at 83%. After the change, average achievement raised to 92%.*

**3. Demonstration of Meeting Professional Expectations:**

Teacher Standards and Evidence from MyLearningPlan Forms

- Formal Observation
- Walkthrough
- Documentation Log
- Student Survey Results
- Self-Assessment

**Indicators of Teaching Effectiveness:** The following Professional Standards were demonstrated during formal observations.

**Standard 1: Professional Knowledge**

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core, WMAS) and other required standards (e.g., Discipline Literacy, ITLS, 21st Century Learning)
- 1.2 Integrates key content elements and higher level thinking skills
- 1.3 Demonstrates ability to link present content with past and future learning, other subject areas, and real-world experiences and applications
- 1.5 Demonstrates skills relevant to the subject area(s) taught
- 1.7 Understands development of age group

**Standard 2: Instructional Planning**

- 2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge
- 2.3 Plans for differentiated instruction
- 2.5 Uses resources, including technology, to effectively communicate

**Standard 3: Instructional Delivery**

- 3.1 Engages and maintains students in active learning
- 3.2 Builds upon students' existing knowledge and skills

- 3.3 Uses a variety of effective instructional strategies
- 3.5 Differentiates and paces instruction to meet students' needs

**Standard 4: Assessment For and Of Learning**

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning

**Standard 5: Learning Environment**

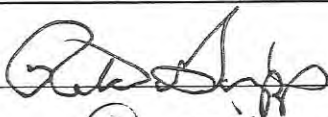

- 5.2 Creates and maintains a safe physical setting
- 5.4 Promotes respectful interactions that challenge and engage students within the learning environment
- 5.6 Encourages student participation, inquiry, and intellectual risk-taking

**4. Commendations/Recommendations:**

Ms. Gipp continues to provide her students with the knowledge and skills it takes to succeed in today's high-tech world. Her ability to draw upon a considerable resource base to enhance the learning for students is to be commended. Ms Gipp's students are challenged and have/will achieve great accomplishments as a result of the excellent role model you present for them.

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. Curriculum Based Assessments, Academic Review for WKCE and NWEA MAP standardized testing, RtI, PBIS, teacher anecdotal, best practices, etc.)
- Seek and cultivate a value for positive, collaborative team interventions designed to assist our most difficult to reach students in a professional atmosphere.
- Continue seeking ways of providing students with a guarantee, viable, rigorous and relevant instruction.
- Continue the groundwork laid in efforts to develop methods of including parents as partners in their students' education.
- Explore and utilize best practices in enhancing instruction for students of color, special needs students, and the economically disadvantaged.

Signature of Staff Member 	Date <u>6/11/14</u>
Signature of Observer 	Date <u>6/11/14</u>

Copies: Employee \_\_\_\_\_ Supervisor \_\_\_\_\_ Personnel File \_\_\_\_\_

- Signature indicates completion of the process, but not necessarily agreement.