

M'KIS Professional Evaluation Form

Name of Faculty Member Kim Cofino Division / Grade Level MS/HS Information Technology

Name of Evaluator Blair Peterson Date of Evaluation 20 May 2006

Place a check (✓) in the appropriate column for each competency

3 – Exceeds expectations

2 – Meets expectations

1 – Does not meet expectations

Professional Competencies:	1	2	3
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Critical thinking			X
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Identifies, evaluates and uses teaching resources effectively for the purpose of problem solving in the classroom

Builds new meaning and understanding of the profession by using prior knowledge and experience to understand and use new information

Applies problem-solving skills to facilitate personal learning of effective teaching strategies

Gathers, analyzes and processes information about best practices in teaching and learning from a variety of sources

Comments:

You are a constant reviewer of professional journals and online resources and you use this information to improve your teaching and/or make suggestions on schoolwide improvement. You also share the information with colleagues on a regular basis. This has been important since the school is going through a transition period with technology. The information can help administrators and colleagues educate themselves to prepare for the change.

You have stepped into a school and you prepared the courses based on the curricula and your prior knowledge. Starting off the year without clearly defined standards and benchmarks was not easy but you managed very well. The transition was not always easy but you focused on your courses and were able to develop meaningful units and learning experiences. The Middle Years Program framework that you have experience with has been an excellent one to use with your students. The technology design (investigation, planning, creation and evaluation) framework provides students with a guide and it helps them develop excellent skills that can be used in all subject matters. The four stages relate to all five Expected Schoolwide Learning Results (ESLRs).

Throughout the year you have had to problem solve ways to teach the curricula with limited resources and an unstable network. I realize that this has not been easy and that you and your colleagues have had to preserve and remain flexible. Great strides have been made and hopefully we have been able to increase resources needed for your courses.

The outside coursework that you are doing also provides you with knowledge of current best practices and ways to improve your classroom instruction (see below and "Self-Directed Learner" section).

2005-06 Goals (Kim, please comment on your progress)

- Create a MS/HS IT website – The website is up and running and it includes information on the technology design cycle, citing works, links to IT resources and student work. The site is well organized and it is easy to maneuver. It is quite an accomplishment that the students and parents have access to their electronic portfolios. This is not an easy thing to organize in such a short amount of time.
- Continue to develop presentation skills by leading professional development sessions
- Develop leadership skills through professional development courses and participation on various committees and groups.

Academic Achievement			X
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Continually assesses, evaluates and adjusts teaching skills to maintain high standards

Demonstrates the ability to work both independently and collaboratively

Demonstrates technological literacy and the use of technology as a tool for the efficient and creative completion of a project

Comments:

You have been able to revise and improve your curriculum maps after teaching the units. Having repeating MS

M'KIS Professional Evaluation Form

exploratory classes has allowed you to refine the courses each time. With the standards and benchmarks defined you can now spend time on making sure that all benchmarks are being covered and that your assessments match. I look forward to hearing your thoughts on this matter, especially since you have recently been studying assessment practices in your courses.

You have demonstrated that you are comfortable working independently on your course preparation and the quality of your work is very high. See comments in "Involved Citizenship" related to collaboration.

Your focus is constantly on technological literacy and using technology as a tool. Your students, under your guidance, have demonstrated that they are able to use a variety of technological tools to complete meaningful projects. Next year your focus will include working with classroom teachers to integrate technology into the core classes. This is an excellent step for the middle school to take. I realize that we need to increase the available resources but I encourage you to move beyond multi-media tools and assist teachers with incorporating real-life tools. A limited number of examples include: data collection probes, spreadsheets, databases, Inspiration software, typing, online data resources and geographic interface software.

<i>Involved Citizenship</i>			X
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Seeks to improve the learning experience of students in the M'KIS community			
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Demonstrates care and concern for the environment by participating in the careful use of resources.			
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Interacts respectfully with people of diverse cultures and various levels of teaching experience			
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Comments:

It is evident from your interactions with students in your classroom that you strive to improve the learning experience for your students. You have an excellent working relationship with your students and they perform well under your guidance.

You have taken the initiative to participate in the curriculum council, new teacher orientation and the new grade reporting initiative. You have been a valuable contributor in each of these groups.

1. Your work on assessment provides the curriculum council with a starting point for discussing assessment essential agreements and your ideas on IT professional development will be very important next year.
2. After noticing that the school's past practices for welcoming new teachers needed to be improved, you jumped in to organize the mentor program. This is an excellent improvement over last year.
3. When called upon you agreed to work on the GradeQuick User's Guide and you have been an excellent support resource for our teachers. I appreciate the time and effort that you have dedicated to this project. Your role was very important and it led to a successful roll out. You continue to provide teachers with updated information in this area.

<i>Effective Communication</i>			X
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Demonstrates flexibility in the ability to convey ideas in multiple ways to learners in their classrooms			
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Listens respectfully and asks questions to facilitate understanding and achieve insight in interactions with members of the M'KIS community			
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Demonstrates the skills of effective collaboration with other professionals			
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Communicates the essential concepts to be learned in the classroom by using multiple teaching strategies and modes of communication			
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Comments:

You provide for differentiation by allowing students to creatively decide how they will complete their projects. They are also allowed to determine the content that is used in the project as long as they meet the criteria that you have established.

The documents that you create for your students are excellent! They provide students with step by step guidelines and clear information. You also understand that while some students can follow written guidelines, others need verbal instructions.

The decision of the technology team to use the NETS is a great example of collaboration that improves the learning environment. The latest tech plan is comprehensive and revolutionary for the school. It is evident that a lot of effort

M'KIS Professional Evaluation Form

and thought was put into making this a guiding document. Your input was valuable. You will also be a key player in the implementation of this plan next year. I encourage you, if you haven't already, to develop a plan for working collaboratively with the 6th grade teachers. While you may be used to this type of relationship, it is something new for some of the teachers.

See comments related to effective communication and collaboration in the "Involved Citizenship" section.

You are thorough in your planning and your curriculum maps are very comprehensive and specific. The maps include standards, benchmarks, ESLRs covered, resources, activities, differentiation strategies and assessments.

Your comments on report cards provide students and parents with specific information on what has been covered in class and on individual student strengths and weaknesses. The comments are succinct and they generally relate to student performance on course standards.

The website Your Edline site is updated periodically and you post grades, comments, assignments and handouts. I imagine that you will continue to expand the use of this tool in the near future.

Self-Directed Learning

Accepts personal responsibility for professional development

Identifies needs and applies appropriate learning strategies to achieve professional goals

Demonstrates competency in goal setting, time management, and organizational skills

Applies practices that promote and support the safety and health of him/herself and others in the M'KIS community

X

Comments:

You constantly improve your knowledge by reviewing educational articles and attending university courses. See section on "Professional Competencies". This coursework is so valuable and will help you grow professionally. This take an enormous amount of effort and time and it shows that you are committed to your own professional growth.

Organization is a strength of yours and you spend hours preparing curriculum maps and lessons, grading student work and working on schoolwide leadership responsibilities. Your dedication to the students, staff and school is exceptional.

See comments on goals in section "Professional Competencies".

Evaluator's Comments: (please circle appropriate response)

Kim Cofino **Exceeds** expectations in the evaluation of professional competency. It is **recommended** that this employee be extended a contract in the future.

Teacher's Comments:

M'KIS Professional Evaluation Form

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Evaluator's Signature / Date

Teacher's Signature / Date

Rubric for Identifying Achievement of Expected Schoolwide Teaching Responsibilities (ESTRs)

Teachers at M'KIS are:

Academic Achievers who...

- Continually assess, evaluate and adjust their own teaching skills to maintain high standards
 - Demonstrate the ability to work both independently and collaboratively
 - Demonstrate technological literacy and the use of technology as a tool for the efficient and creative completion of a project.
- 3 Evidence of self-assessment through active seeking of student, peer and/or parent evaluation. Continually assess own professional goals, seeking input of colleagues regarding areas of improvement. Works well in committees, showing evidence of professional ethics and treatment of others. Demonstrates the ability to use technology in the creation of classroom materials, submission of reports, or communication to parents.
 - 2 Some evidence of self-assessment and adjustment of professional goals. Occasionally may seek input of a colleague, though this may be an area that needs further improvement. Serves on committees, but contributions are somewhat limited. Contributes when directed. May need to develop habits of professional courtesy in treatment of colleagues and other community members. Is developing technology skills.
 - 1 Little or no evidence of self-assessment affecting a change in teaching practices. Works independently, rarely collaborates with peers. Does not volunteer for committee work. Avoids use of technology.

Critical thinkers who...

- Identify, evaluate and use teaching resources effectively for the purpose of problem solving in the classroom
 - Build new meaning and understanding of their profession by using prior knowledge and experience to understand and use new information
 - Apply problem-solving skills to facilitate their own learning of effective teaching strategies
 - Gather, analyze and process information about best practices in teaching and learning from a variety of sources
- 3 Actively seeks out research and resources to aid in supporting problem-solving, attending workshops, conferences, etc. Evaluates suggestions given on “Best Practice” and applies knowledge gained to previous experiences. Demonstrates ability to apply new professional information regarding effective teaching practices to previous knowledge and experience. Shows evidence of dynamic change in classroom practices reflecting new knowledge, putting knowledge gained into practice on a regular basis.
 - 2 Reads research related to increasing problem-solving behaviors in students when presented, and occasionally attempts to put learning into practice. Attends workshops, training sessions and other professional development opportunities offered, and occasionally tries new strategies and techniques, but little evidence of transferring new knowledge and applying it to adjust practice in related areas. May rely on one source or training session for information.
 - 1 Little evidence of any attempt to seek out research, attend conferences, workshops etc. or learn from colleagues regarding effective strategies of problem-solving practice. Little or no evidence of change in classroom practices as a result of in-service or workshop opportunities.

M'KIS Professional Evaluation Form

Effective Communicators who...

- Demonstrate their flexibility in conveying ideas in multiple ways to meet the needs of diverse learners in their classrooms
 - Listen respectfully and ask questions to facilitate understanding and achieve insight in interactions with members of the M'KIS community
 - Demonstrate the skills of effective collaboration
 - Communicate the essential concepts to be learned in their classrooms using multiple teaching strategies, and modes of communication
- 3 Demonstrates multiple attempts at differentiation of instruction in the classroom, modifying the manner of presenting information to students, as well as the manner in which students interact in the classroom environment, as required. Allows multiple types of products and formats of presentation of student learning. Exhibits active listening behaviors in parent meetings, team meetings, faculty meetings and professional gatherings. Actively seeks collaboration with colleagues to improve student learning. Has clear focus on classroom teaching concepts, using multiple strategies to provide learning experiences.
 - 2 Differentiates instruction for some students when directed by administrators. May modify one area, for example product, without modify means of teaching the concepts, or structural environment of the classroom. The reverse could also occur. May have difficulties in communicating with colleagues who have differing views. May avoid collaborative planning.
 - 1 Generally structures learning activities in manner identical for all students (everyone does the same activity in the same manner, and receives the same homework). May have difficulties with conversational interactions in the community. Avoids collaboration.

Involved Citizens who...

- Seek to improve the learning experience of students in the M'KIS community
 - Demonstrate care and concern for their environment by participating in careful use of resources.
 - Interact respectfully with people of diverse cultures and various levels of teaching experience
- 3 Actively seeks out opportunities to improve the learning experiences of students in the M'KIS community. Spends time beyond contracted hours contributing to the learning experiences and activities of students. Models the efficient use of resources in the classroom by conserving, reusing, and recycling whenever possible. Maintains positive social interactions with the diverse cultures in our community and shows acceptance and respect for colleagues at varying levels of experience and diverse teaching perspectives.
 - 2 Participates in community activities when asked. May initiate some conservation or recycling efforts, but lacks consistency. Interacts positively with select segments of our community, but may avoid interaction with some segments. May need to work on cultural sensitivity. Tends to show a preference for interacting with colleagues with similar teaching background, level of experience, and philosophical orientation, avoiding collaboration with those of differing backgrounds or perspectives.
 - 1 Rarely participates in learning activities outside the regular school day. May express the "I'm not interested in that" attitude. Little evidence of respect for environmental conservation initiatives (is sometime wasteful of resources). Has difficult professional relationships with one or more members of our community.

M'KIS Professional Evaluation Form

Self-Directed Learners who...

- Accept responsibility for their professional development
 - Identify their needs and apply appropriate learning strategies to achieve professional goals
 - Demonstrate competency in goal setting, time management, and organizational skills
 - Apply practices that promote and support the safety and health of self and others in the M'KIS community
- 3 Shows initiative in pursuing professional development opportunities. Attends workshops regularly in improve teaching performance. Regularly attends conferences in area of expertise. Offers workshops for colleagues to share knowledge gained. Conducts personal action research in classroom to improve practice. Sets own professional goals based on peer feedback, student and parent evaluations, and recent research information. Demonstrates effective time management by completing assigned professional tasks and obligations in a timely fashion, without waiting to be reminded. Demonstrates awareness of safety of others in the community by following all security and health procedures, putting the general welfare of the community first.
- 2 Attends professional development opportunities when convenient. Occasionally may attend teaching conferences, but does not willingly share experiences with colleagues. Sets professional goals, but doesn't adjust them frequently. Completes professional obligations, though may be miss some deadlines, or need reminders. Frequently expresses concerns focused on own needs over others in the community.
- 1 Attends few professional development opportunities. Rarely attends teacher conferences. Sets goals only when directed. Fails to complete professional obligations and deadlines in a timely manner. Does not serve as a model of responsible behavior to students. May not always adhere to security guideline or may take unnecessary risks that endangers the health and safety of the community