

Norridge School District Eighty

Norridge, Illinois 60706

Classroom Teacher

Name Brie Allen	Grade Taught 6-8 Computer Ed.	School Giles
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Administrator Kerry R. Leiby	School Year 2006-2007	Observation Date 11/17/2006
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Rating Scale:

Yes	<i>Meets or exceeds District standards</i>
No	<i>Does not meet District standards</i>
N/A	<i>Not applicable or not observed</i>

Planning and Preparation

1. Prepares clear lesson plans a week in advance. Yes No N/A

2. Provides clearly stated plans to enable substitute to maintain instructional continuity. Yes No N/A

3. Obtains necessary materials prior to teaching the lesson. Yes No N/A

Comments:

Brie continues to demonstrate detailed planning for her computer classes that match NETS and local goals.

Instruction

- | | | | |
|---|--------------------------------------|--------------------------|---------------------------|
| 1. Clearly states goal or purpose for the lesson. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 2. Demonstrates competency and knowledge of subject matter. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 3. Establishes room environment appropriate to subjects taught and maturity of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 4. Provides for individual differences. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 5. Relates material to prior knowledge. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 6. Uses varied approaches to teaching that are appropriate to maturity and interest of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 7. Shows enthusiasm for the lesson and student participation. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 8. Uses multimedia materials effectively (computers, video, etc.) when applicable. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 9. Communicates expectations for a high level of learning. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 10. Adjusts pace of lesson determined by class needs and concept difficulty. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 11. Provide activities that require higher levels of thinking. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 12. Asks questions that can be answered successfully and that require recall, explanation, comparison and contrast, and information evaluation. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 13. Pauses after each question to allow students an opportunity to reflect and respond. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 14. Provides for guided practice and circulates the room to check student progress and/or comprehension. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 15. Establishes standards and/ or requirements for homework, reports, tests, etc. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 16. Gives clear assignments that allow for application of what has been learned with a high degree of success. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 17. Brings closure to completed lesson and previews what will be learned next. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| 18. Provides efficient and smooth transitions between lessons and activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |

Comments:

The 6th grade class was in the introductory phase of creating/changing a page layout, creating text boxes, and inserting images using microsoft word. Using the digital projector, so that all students could easily follow, Brie highlighted the menus/toolbars to be used throughout the lesson. Pupil participation was at a high level.

Assessment of Learning

- | | |
|---|---|
| 1. Assesses students' prior knowledge before introducing new content. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 2. Prepares students for tests by explaining the purpose and use of results, content to be tested, and test-taking strategies. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 3. Analyzes test results as indicators of progress and/or reasons for problems. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 4. Evaluates students' work according to previously established standards and requirements. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 5. Acknowledges correct responses and uses varied methods to respond to incorrect answers, or explains why answer is incorrect. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 6. Provides incentives and rewards to students who achieve and behave according to expectations. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |

Comments:

Brie creates the expectation of being called on by eliciting responses that provide cues to prompt, correct, or expand student answers. Brie always restates the main points and provides a summative evaluation (rubric).

Classroom Management

- | | |
|--|---|
| 1. Establishes rules and procedures for routine administrative matters and student behavior. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 2. Has materials ready and distributes materials in an orderly manner. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 3. Starts students on task after necessary routines. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 4. Maintains a consistently high level of time-on-task and redirects students who are off task. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 5. Monitors behavior, encourages/ praises appropriate behavior, and promptly stops inappropriate behavior. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| 6. Interacts with students in a mutually respectful and friendly manner. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |

Comments:

Brie continues to define and communicate behavior expectations to students. Students know what is expected of them as soon as they enter the computer lab.

Professional Responsibilities

1. Follows district policies and procedures. Yes No N/A
2. Accepts professional responsibilities and participates in educational activities; e.g., curriculum development, textbook studies, professional growth courses, committees, and assumes responsibilities as needed. Yes No N/A
3. Contributes to staff rapport, respect, and cooperation by interacting and sharing ideas with colleagues. Yes No N/A
4. Is punctual reporting to job assignments and meetings. Yes No N/A
5. Maintains a consistent attendance record, basing reasons for absences on sound professional judgment. Yes No N/A
6. Keeps parents informed of students' successes and problems on a consistent basis. Yes No N/A
7. Builds and maintains good teacher-parent rapport. Yes No N/A

Comments:

Brie continues to work effectively with myself and fellow staff members on school improvement ideas. Brie's resourcefulness in facilitating a relevant course of study (NETS) is a credit to her ability as a teacher. Also, Brie assisted and played a big part in the teachers web page design and development.

Personal Qualities

1. Is groomed professionally. Yes No N/A
2. Uses effective communication skills. Yes No N/A
3. Profits from constructive criticism. Yes No N/A
4. Demonstrates good judgment. Yes No N/A
5. Demonstrates enthusiasm. Yes No N/A

Comments:

Brie is beginning her third year as a Jr. High computer/technology teacher at Giles School. Brie continues to demonstrate a firm grasp of cognitive organization of content and the sequencing of learning tasks in her area of specialization. I am pleased to have someone of Brie's ability that can function at a high level, meet instructional goals, and assist teachers with technology.

Classroom Teacher

Name

Brie Allen

Position

Rating

- Excellent
 Satisfactory (Successful)
 Unsatisfactory

A conference was held on _____ with the administrator. I acknowledge that each of the characteristics on this form were discussed and suggestions were recommended. I understand that my signature below does not necessarily mean that I agree with the evaluation.

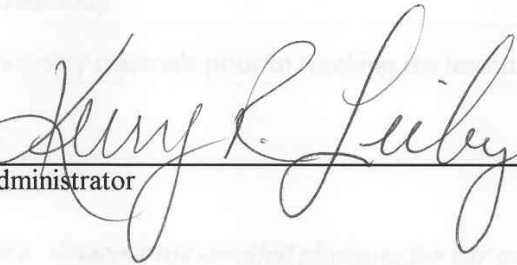


Signature of Staff Member

12-1-06
Date

Kerry R. Leiby

Signature of Administrator



12-1-06
Date