PROFESSIONAL ACCOUNTABILITY STATUS

"ON CYCLE" TEACHERS

Name _____ _____ Date 10/18/07

School Hollow Hills

I have completed the self-assessment using the Professional Standards Continuum:

_____ Date _____
Certificated Employee's Signature

Accountability Option (please circle):

Partner ***Portfolio*** ***Adm. Choice*** ***Adm. Mandated***

PROFESSIONAL DEVELOPMENT PLAN

1. Goals:
Based on your self-assessment on the Professional Standards Continuum, outline your professional growth goal(s) for the year. Each goal should specifically indicate what you would like to improve or enhance and why.

Standard: Assessing Student Learning (Standard 5)

Element(s):
5.1 Establishing and communicating learning goals for all students
5.2 Collecting and using multiple sources of information to assess student learning
5.5 Communicating with students, families, and other audiences about student progress.

2. Assessment of Progress:
How will you assess progress towards the accomplishment of your goal(s)?
Revise project and supplemental learning rubrics to correlate with the Social Studies standards.
Use rubrics to guide student learning and explain teacher expectations to both students and parents.

_____ Date: _____
Certificated Employee's Signature

_____ Date: _____
Administrator's Signature

Simi Valley Unified School District
Certificated Professional Development and Accountability

MID-YEAR PORTFOLIO OR PARTNER/OBSERVATION-CONSULTATION REFLECTION

Name:_____ Date: 1/17/08

1. **Where and when did the portfolio selection or partner/observation-consultation take place and who was involved?** (Describe the setting or context.)
The selection took place during the first trimester and consisted of revisions to forms for supplemental learning projects and their assessment rubrics in the area of Social Studies

2. **What were you looking for or expecting to discover?** (Describe what work, behaviors, interactions, etc., demonstrated progress toward your goals.) I expected the standards for the projects to be made clear from the beginning for students and parents, so that everyone would better understand the goals of the project and the reasons for the grades earned by students. Questions from students indicated that they were focusing on the required standards and there were fewer questions from parents regarding final grades.

3. **What does this portfolio selection or partner/observation-consultation show about what your students know or are learning?** (Describe what your students were able to do at this point related to your goal.) I have included in the selection several revised directions/rubrics showing the correlation between the specific project requirements and the standards students are required to meet. Parents and students have been able to use the directions and rubrics to compare to the students' work to more readily identify areas for improvement and areas of successful learning.

4. **What helped and what hindered student progress and why?** (Identify what supported progress and what didn't. Some things to think about might be the lesson design, curriculum design, the test design, the process, the materials, the room arrangement, the grouping, the student interactions, the interactions with your students, the clarity of procedures, the movement patterns, the pacing, etc.) Students were helped by receiving the directions AND the rubric prior to the completion of the projects. This helped everyone understand the amount of work and type of information required to successfully meet standards.

5. **What will be your next steps? Improvements? Or New Strategies?** (Describe what you will do next to further support your goals.) I will continue to examine and revise project directions and/or rubrics throughout the year to increase clarification of the standards for all students.

Administrator Comments Related to the Goal:

PERMANENT TEACHER
FINAL ACCOUNTABILITY SUMMARY - SELF ASSESSMENT

Name:_____ Date: 4/25/08

School: Hollow Hills

Option (please circle): Partner Portfolio Administrative Choice

1. Goal:

Standard: Assessing Student Learning (Standard 5)

Element:

5.1 Establishing and communicating learning goals for all students

5.2 Collecting and using multiple sources of information to assess student learning

5.5 Communicating with students, families, and other audiences about student progress.

2. Data Analysis:

Summarize data collected and share insights regarding progress towards the accomplishment of the goal. Throughout the second semester and part of the third trimester, providing rubrics and directions/checklists prior to the completion of projects has helped students and parents see the goal of the assignment in relation to the grade given.

Examples:

Civilization Report checklists, parent letters, and rubrics for one section of the paper were given to the students before the section was due, were next turned in by the student with the completed section, and finally returned to the student by the teacher with the grade prior to the due date for the next section.

Greek Newspaper Article directions were updated to teach students how to use Microsoft Publisher. Standards for technology and writing were included in the directions.

3. Professional Development Plan Accomplishments:

Explain how your activities related to your goal have benefited you and your students. What helped and/or what hindered student progress and why?

Clear directions about expectations and the method of grading seem to be helping students and parents focus on objectives and understand grading of student work. There were fewer questions about assignment requirements.

4. Ideas or Suggestions for Next Steps:

I will continue to revise project directions and create rubrics for assignments as needed to increase student and parent understanding of the standards that must be met for student work.

Administrative Comments and Recommendations related to the goal:

_____ Date: _____

Certificated Employee's Signature

_____ Date: _____

Administrator's Signature

Simi Valley Unified School District
Certificated Professional Development and Accountability
PROFESSIONAL ACCOUNTABILITY STATUS

"ON CYCLE" TEACHERS

Name: _____ Date: 10/14/12

School: Hollow Hills

I have completed the self-assessment using the Continuum of Teaching Practices:

_____ Date: _____
Certificated Employee's Signature

Accountability Option (please check one):

_X_ ***Partner*** __ ***Portfolio*** __ ***Admin. Choice*** __ ***Admin. Mandated***

PROFESSIONAL DEVELOPMENT PLAN

1. Goals:
Based on your self-assessment on the Continuum of Teaching Practices, outline your professional growth goal(s) for the year. Each goal should specifically indicate what you would like to improve or enhance and why.

Standard and Element:
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
3.3 Organizing curriculum to facilitate student understanding of the subject matter.

- Identify target students for reading intervention using AR STAR reading test results and classroom performance from September and October, 2012.
- Beginning in October, 2012, use Readers' Library and Extra Support Handbook from Houghton Mifflin to provide small group (no more than 5) instruction 2 times per reading story. These resources reinforce the strategies for each story and provide additional individualized instruction for students in the group.
- Goal: Improve student performance on the AR STAR reading test by one grade level by May, 2013.

2. Assessment of Progress:
How will you assess progress towards the accomplishment of your goal(s)?
Student progress will be assessed by the average scores of the students on the AR STAR reading tests taken in September and October, 2012 and in January and May, 2013.

_____ Date: _____
Certificated Employee's Signature

_____ Date: _____
Administrator's Signature

Simi Valley Unified School District
Certificated Professional Development and Accountability

MID-YEAR PORTFOLIO OR PARTNER OBSERVATION - CONSULTATION REFLECTION

Name: _____ _____ Date: 1/16/13

1. **Where and when did the portfolio selection or partner/observation-consultation take place and who was involved?** *Since October, five students have participated in a teacher-led small group reading intervention taking place in the classroom. They were chosen based on reading scores and AR STAR reading levels determined in October, 2012. The group met one-two times during each reading story being read by the class.*

2. **What were you looking for or expecting to discover?** *The Houghton Mifflin Readers' Library and Extra Support Handbook provided story specific additional stories and skill pages that reinforced the specific skills taught with each reading story. The expectation was that additional support would help these students to improve their reading comprehension and eventually their STAR Reading levels.*

3. **What does this portfolio selection or partner/observation-consultation show about what your students know or are learning** *The mean reading score of the students involved in the group was 72% at the start of the intervention, and the mean IRL was 3.9. The current mean reading score of the students is 78.8%, showing some improvement. The mean IRL is currently 4.1, also showing slight improvement.*

4. **What helped and what hindered student progress and why?** *The students were excused from some reading assignments being completed by the class in order to focus on specific skills in the group, and therefore they didn't feel overwhelmed. They completed skill worksheets and reading aloud together in the group rather than independently. They seemed happy to interact with each other since they were at approximately the same level, and they received help with the skills that they would otherwise have been required to complete independently. Discussion of the specific skills while doing the work was what seemed most helpful, rather than correcting the work after independent completion. The challenge was to find time to meet with the group in a class of 32, while assigning enough independent work for the other students.*

5. **What will be your next steps? Improvements? Or New Strategies?** *Comparing notes with my partners regarding student progress and continuing to find time within the school day to meet with the group will be the next steps. Some ideas discussed with partners include skipping the additional story and focusing on the comprehension skill pages when time is short, and possibly using quiet reading time to meet with the group. Another STAR reading test will also be given in May.*

Administrator Comments Related to the Goal:

_____ Date: _____
Certificated Employee's Signature

_____ Date: _____
Administrator's Signature

Simi Valley Unified School District
Certificated Professional Development and Accountability

PERMANENT TEACHER
FINAL ACCOUNTABILITY SUMMARY - SELF ASSESSMENT

Name: _____ Date: 4/26/13

School: Hollow Hills

Option (please check one):

__X__ ***Partner*** ___ ***Portfolio*** ___ ***Administrative Choice***

1. **Goal:** Standard/Element:
   1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

   Standard/Element:
   3.3 Organizing curriculum to facilitate student understanding of the subject matter.

2. **Data Analysis**
   Summarize data collected and share insights regarding progress towards the accomplishment of the goal.
   The mean classroom reading score of the students involved was 72% at the start of the intervention, 78.8% at mid-year, and 85.6% currently, showing a consistent improvement over the course of the intervention. The Mean IRL on the STAR Reading Test was 3.9 at the start of the intervention, 4.1 at mid-year, and 4.3 currently, again showing a small but consistent improvement.

3. **Professional Development Plan Accomplishments:**
   Explain how your activities related to your goal have benefitted you and your students. What helped and/or what hindered student progress and why?
   Using the Houghton Mifflin Reader's Library and the Extra Support Handbook allowed me to use stories and skill pages that reinforced the skills being taught to the whole class in a small group setting. One benefit for the students was their ability to interact with me and ask questions they might not have asked during whole group instruction. The students also enjoyed meeting with the group, and since we completed work together instead of independently, it allowed them to be successful every time they completed work, instead of correcting mistakes after the fact. While the activity was valuable and the students showed consistent improvement, it remained difficult to fit the activities into the regular school day in a class of 32. It required consistent effort to plan activities that would constructively occupy the rest of the class, but would not require the students in the small group to have make-up work to complete.

4. **Ideas or Suggestions for Next Steps**:
   Continuing to find time within the school day to meet with students in small groups and re-evaluating assignments to determine which ones will maximize student learning will be next steps. Other possibilities discussed with partners include searching for materials that could be used in small groups to enhance the new common core standards, and focusing on re-teaching materials in small groups for specific math skills.