



# Student Learning Objective

(2017-18)

Teacher Name: Anthony Heiter	Contract Level: <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Continuing	
School Name: Hilton Head IB	ADEPT Process:	
Principal/Evaluator: Sarah Owen	<input type="checkbox"/> Induction I <input type="checkbox"/> Induction II <input type="checkbox"/> Formal/Summative <input type="checkbox"/> Renewal <input checked="" type="checkbox"/> SLO	
Grade Level(s)/Subject: 5/Math, Science	Collaborative SLO Team Members (if applicable): Click or tap here to enter text.	
Content Area for SLO (APS 6): Basic addition facts for written fluency	SLO Type: <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Collaborative (APS 10)	SLO Approach: <input checked="" type="checkbox"/> Class <input type="checkbox"/> Course
Choose the one that applies:	<input checked="" type="checkbox"/> This SLO serves as the Professional Growth and Development Plan <input type="checkbox"/> This SLO serves as <i>one</i> of multiple goals of the Professional Growth and Development Plan	
<b>SLO Objective Statement: (Learning Goal).</b> Students will be able to demonstrate written fluency of basic addition facts (0-10) in their elementary classroom level and beyond. Focus on basic fact fluency was chosen because the number sense and base ten domain in mathematics is trending as a possible weakness on the Measurement of Academic Progress, MAP. Math fact fluency is the ability to accurately and quickly recall basic addition, subtraction, multiplication, and division. Students who possess fluency can recall facts with automaticity, which means they typically think no longer than two seconds before responding with the correct answer. In addition, research explains that automaticity is evident when a student solves a problem faster through recall than performing a mental algorithm. Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or complete advanced problems when they respond because it takes less cognitive effort. The ability to quickly recall math facts lessens students' anxiety and increases their confidence to engage in more challenging math tasks. Engagement in these challenging tasks is likely to lead to increased skill development. The assessment data, as well as, teacher instruction in the classroom coupled with math fact strategies and computer based resources with "hands on" tools, will be the effective ways for my students to meet the South Carolina College and Career Ready Mathematical Standards and Mathematical Process Standards. Additionally noted is that students will be able to demonstrate this math fluency when spoken to in verbal or written response in Spanish and English as a result of the duality of Spanish and English instruction given within the current context of the dual language program offered at Hilton Head Island Elementary School to this particular first grade class.		
Assessment Window Dates: (APS 3) Click or tap here to enter text.	Pre-Assessment Date: September 2017	Post-Assessment Date: May 2018
SLO Interval of Instruction (APS 5): <input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester <input type="checkbox"/> Quarter	Beginning Instruction Date: August 15, 2017	Ending Instruction Date: May 2018
Conferences	Dates	Teacher and Administrator Signatures
Preliminary Conference	9-22-17	Teacher: <i>Anthony Heiter</i> Administrator: <i>Sarah Owen</i>
Mid-course Conference	12-6-17	Teacher: <i>Anthony Heiter</i> Administrator: <i>Sarah Owen</i>
Summative Conference	5/7/18	Teacher: <i>Anthony Heiter</i> Administrator: <i>Sarah Owen</i>
SLO Rating	Percentage of Attainment (*Beaufort County Scoring Rubric)	
Exemplary	86% - 100% of students met or exceeded their growth goal 100%	
Proficient	70% - 85% of students met or exceeded their growth goal	
Needs Improvement	40% - 69% of students met or exceeded their growth goal	
Unsatisfactory	Fewer than 40% of students met or exceeded their growth goal	
Reflection on SLO Data: (APS 5, 4, 10)	How does the data inform your instructional practice, goal setting, or your professional development for next school year?	



# Student Learning Objective

(2016-17)

Teacher Name: Anthony Heiter		Contract Level: <input type="checkbox"/> Induction <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Continuing	
School Name: Hilton Head Island Elementary - IB		ADEPT Process:	
Principal/Evaluator: Click or tap here to enter text.		<input type="checkbox"/> Induction I <input type="checkbox"/> Induction II <input type="checkbox"/> Formal/Summative <input type="checkbox"/> Renewal <input checked="" type="checkbox"/> SLO	
Grade Level(s)/Subject: first grade		Collaborative SLO Team Members (if applicable): Click or tap here to enter text.	
Content Area for SLO (APS 6): ELA	SLO Type: <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Collaborative (APS 10)		SLO Approach: <input checked="" type="checkbox"/> Class <input type="checkbox"/> Course
Choose the one that applies:	<input checked="" type="checkbox"/> This SLO serves as the Professional Growth and Development Plan		<input type="checkbox"/> This SLO serves as one of multiple goals of the Professional Growth and Development Plan
<p><b>SLO Objective Statement: (Learning Goal)</b> – All students will write an opinion piece that will include evidence of growth as outlined in the opinion writing rubric. The goal for all students will be one year of growth.</p> <p>2016-2017 Schoolwide Student Learning Objective Rationale: Writing Instruction</p> <p>Our schoolwide Student Learning Objective focusing on writing instruction is based on 2015 SCCR ELA standards and the need to making thinking visible to monitor teaching and learning. Based on previous years' SCREADY Writing results, we see the need to focus on writing instruction as it is utilized across all subject areas. Writing is a skill that requires targeted instruction so that each student can progress along the writing continuum and use writing to express present understanding so that instruction is informed. Lucy Calkins Units of Study incorporate performance assessments that are embedded in curriculum to improve instruction. Teachers may work collaboratively to engage in more evidence-based teaching with a goal of creating a culture of "continual improvement, self-assessment, and shared study (Calkins, Writing Pathways, p. 26).</p> <p>Our focus is instructing the <b>writer</b> and on-demand writing pieces are at the heart of this discovery. There are Writing Learning Progressions for narrative, opinion, and information writing. Each describes progress in structure, development, and language conventions. These commonalities allow for the transfer of skills taught in narrative, information, and opinion writing.</p> <p>We expect the teaching and learning of writing to improve with the use of a writing workshop model following the Calkins' Writing Unit of Study and Rubicon Atlas ELA curriculum maps. Students and teachers will use mentor texts, student checklists, writing rubrics, and writing learning progressions to guide instruction and writing conferences. These resources will aid us in analyzing student writing and creating better writers. We will accelerate student learning because we are focusing on the writer's needs and strengths. Writing instruction will be differentiated to meet the needs of the writer and grade level standards.</p>			
Assessment Window Dates: (APS 3) Click or tap here to enter text.	Pre-Assessment Date: 8/16	Post-Assessment Date: 5/5/17	
SLO Interval of Instruction (APS 5): <input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester <input type="checkbox"/> Quarter	Beginning Instruction Date: 8/16	Ending Instruction Date: 5/5/17	
Conferences	Dates	Teacher and Administrator Signatures	
Preliminary Conference	9/23/16	Teacher: <i>Anthony Heiter</i> Administrator: <i>Joan</i>	
Mid-course Conference	12/6/16	Teacher: <i>Anthony Heiter</i> Administrator: <i>mmb</i>	
Summative Conference	5/11/17	Teacher: <i>Anthony Heiter</i> Administrator: <i>mmb</i>	

<b>ABOVE 1 YEAR GROWTH</b>	<b>1 YEAR GROWTH</b>	<b>½ YEAR GROWTH</b>
<b>9 – 38%</b>	<b>13 - 54%</b>	<b>2 - 8%</b>

### **Reflection – SLO Writing- Area Targeted- Development.**

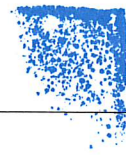
**I couldn't help but reflect on the following things as I looked and went back over the data that indicated student growth from the "development section" of the Lucy Calkins Opinion writing rubric from August until May. Here are a few observations that I made...**

1. It would be prudent for me to look closer at students who started out at a higher score in the initial process of writing. Then, with a view to adjust my practices for teaching those particular students, I can help them be even better writers.  
A few of my students who started out at a first grade level only showed less than a year's growth. Growth is always good, however, next time, I can check mid-year and maybe show those particular students additional writing tips and tricks that would have most likely helped them get even better within this particular writing assignment AND future writing.
2. All in all, and as a credit to my students and their receptivity to instruction, I was happy to see them do better and improve their writing skills. The difference of time spent practicing and individual one on one follow up teaching and conferring, can make a significant change for the better in the lives and ELA skills of these young writers.
3. Finally, I noted that sometimes students who did not meet expectations had a tendency to not budge much or stay within a few points of their MAP scores (I had not made this correlation before). This is something that I had not previously considered in observing and taking into account, how this data coupled with MAP can be related and connected in some ways.



# SAFE-T Summary (ET3)

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Teacher Anthony Heiter

Contract level Annual

District Beaufort County School District

School Hilton Head Island Elementary

Grade level(s)/Subject area(s) First Grade / Spanish Immersion Academic year 2015-16

BCSD HUMAN RESOURCES

ADEPT Performance Standards (APSS) for Classroom-Based Teachers			Consensus Judgment	
Domain	Key Elements in the Domain (Preliminary)	Key Elements in the Domain (Final)	Preliminary	Final
<b>Domain 1: Planning</b> APS 1 APS 2 APS 3	*11 Total: 11 <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )	*11 Total: 11 <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )	<input checked="" type="checkbox"/> Exemplary [11] <input type="checkbox"/> Proficient [10] <input type="checkbox"/> Needs Improvement [4-9] <input type="checkbox"/> Unsatisfactory [1-3]	<input checked="" type="checkbox"/> Exemplary [11] <input type="checkbox"/> Proficient [10] <input type="checkbox"/> Needs Improvement [4-9] <input type="checkbox"/> Unsatisfactory [1-3]
<b>Domain 2: Instruction</b> APS 4 APS 5 APS 6 APS 7	*12 Total: 12 <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	*12 Total: 12 <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	<input checked="" type="checkbox"/> Exemplary [12] <input type="checkbox"/> Proficient [11] <input type="checkbox"/> Needs Improvement [4-10] <input type="checkbox"/> Unsatisfactory [1-3]	<input checked="" type="checkbox"/> Exemplary [12] <input type="checkbox"/> Proficient [11] <input type="checkbox"/> Needs Improvement [4-10] <input type="checkbox"/> Unsatisfactory [1-3]
<b>Domain 3: Environment</b> APS 8 APS 9	*6 Total: 6 <input checked="" type="checkbox"/> Met ( $> 5$ ) <input type="checkbox"/> Not Met ( $< 4$ )	*6 Total: 3 <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )	<input checked="" type="checkbox"/> Exemplary [6] <input type="checkbox"/> Proficient [5] <input type="checkbox"/> Needs Improvement [3-4] <input type="checkbox"/> Unsatisfactory [1-2]	<input checked="" type="checkbox"/> Exemplary [6] <input type="checkbox"/> Proficient [5] <input type="checkbox"/> Needs Improvement [3-4] <input type="checkbox"/> Unsatisfactory [1-2]
<b>Domain 4: Professionalism</b> APS 10	*5 Total: 5 <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	*5 Total: 5 <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	<input checked="" type="checkbox"/> Exemplary [5] <input type="checkbox"/> Proficient [4] <input type="checkbox"/> Needs Improvement [3] <input type="checkbox"/> Unsatisfactory [1-2]	<input checked="" type="checkbox"/> Exemplary [5] <input type="checkbox"/> Proficient [4] <input type="checkbox"/> Needs Improvement [3] <input type="checkbox"/> Unsatisfactory [1-2]
<b>Overall Professional Practice Judgment</b> An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains			<b>Overall Preliminary Professional Practice</b>	<b>Overall Final Professional Practice</b>
<b>Preliminary</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met		<b>Final</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

**Evaluators:** By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary (Evaluators' signatures and date)

Final (Evaluators' signatures and date)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

John Slaughter 3-22-16  
Rebecca Stempel 3-22-16  
Donna L. Lutz 3-22-16


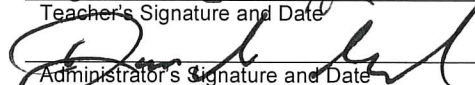




## SAFE-T Summary (ET3)

Student Growth (SLO and/or VAM) *Mid-Course Conference = Year long SLOs	Preliminary *Mid-Course Conference = Year-long SLOs	Final
<b>SLO Rating Percentage of Attainment</b> <b>Exemplary:</b> 86% - 100% of students met or exceeded their growth goal <b>21</b> of <b>21</b> <b>Proficient:</b> 70% - 85% of students met or exceeded their growth goal [ ] of [ ] <b>Needs Improvement:</b> 40% - 69% of students met or exceeded their growth goal [ ] of [ ] <b>Unsatisfactory:</b> Fewer than 40% of students met or exceeded their growth goal [ ] of [ ]	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Mid-Course Conference	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

The signatures below verify that the educator has received the results of the above SLO judgment.

Preliminary	Final
Teacher's Signature and Date	 3-22-16 Teacher's Signature and Date
Administrator's Signature and Date	 3-22-16 Administrator's Signature and Date

Overall Judgment		
<b>Overall Judgment</b> The overall judgment is determined by the calculated overall professional performance (PP) rating <u>and</u> the calculated student growth (SG) rating. (See the <i>Judgment Decision Rules</i> below) <b>Preliminary: *Not Applicable = Year-long SLOs</b>	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <input checked="" type="checkbox"/> Not Applicable	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
<b>SCDE Judgment Reporting Conversion</b> An overall judgment of <b>met</b> indicates that the teacher achieves the criterion level in all four domains and an SLO overall of <b>3 or 4</b> . <b>Preliminary: *Not Applicable = Year-long SLOs</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Applicable	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

### Judgment Decision Rules:

#### Professional Practice (Observations)

1. A rating of "Unsatisfactory" in any of the four domains will result in an overall *Professional Practice* rating of "Unsatisfactory."
2. Any rating of "Needs Improvement" without an "Unsatisfactory" will result in a "Needs Improvement" rating on *Professional Practice*.
3. No ratings of "Unsatisfactory" or "Needs Improvement," but less than 2 "Exemplary," ratings will result in a "Proficient" rating on *Professional Practice*.
4. At least two "Exemplary" ratings and no ratings of "Unsatisfactory" or "Needs Improvement" will result in an "Exemplary" rating on *Professional Practice*.

#### Student Growth (SLOs)

5. Any rating of "Unsatisfactory" for Student Growth will result in a *summative rating* no higher than "Needs Improvement."
6. A *summative rating* of "Exemplary" requires a rating of "Exemplary" in both Professional Practice and Student Growth.

**Teacher:** By signing below, I verify that I have received the results of this summative evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary (Teacher's signature and date)

Final (Teacher's signature and date)

 3-22-16  
 Teacher's Signature and Date

## SAFE-T Summary (ET3)

**Teacher:** By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

**Preliminary** (Teacher's signature and date)

**Final** (Teacher's signature and date)

SEE PAGE 2 

Domain 1: Planning	APS 1: Long-Range Planning
<p><b>APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate student information;</li> <li>▪ gives a sound explanation of the relevance of the student information to student learning; and</li> <li>▪ shows insight into the use of the student information to guide planning.</li> </ul>	
<p><b>Preliminary Rating for APS 1.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.A Rating</b></p> <p>The teacher included appropriate and comprehensive information about the students in his class (e.g., demographics, special services, medical alerts, reading levels, and student achievement). The teacher is reflective on the needs of his students when planning for instruction.</p>	<p><b>Final Rating for APS 1.A</b></p> <p><b>X Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.A Rating</b></p> <p>The teacher's long-range plan was updated as required. Fall math MAP data, learning styles, and student interests were collected and analyzed to guide planning.</p>
<p><b>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies long-range goals that are accurate and appropriate; and</li> <li>▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.</li> </ul>	
<p><b>Preliminary Rating for APS 1.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.B Rating</b></p> <p>The teacher's long-range goals were thorough, accurate, and appropriate for his grade level and content areas.</p>	<p><b>Final Rating for APS 1.B</b></p> <p><b>X Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.B Rating</b></p> <p>The teacher established appropriate long-range and developmental goals for his students. Goals listed were</p>

## SAFE-T Summary (ET3)

<p>The goals mirrored curriculum standards, PYP planners, curriculum maps, and are data driven based on MAP scores.</p>	<p>current and addressed changes in curriculum to accommodate the PYP units of instruction.</p>
<p><b>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies units that are appropriate to the context; and</li> <li>▪ presents a sound explanation for the unit sequence and timeline.</li> </ul>	
<p><b>Preliminary Rating for APS 1.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.C Rating</b></p> <p>The teacher included units that were in an appropriate sequence and timeline. PYP units and goals were infused with English Language Arts.</p>	<p><b>Final Rating for APS 1.C</b></p> <p><b>X Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.C Rating</b></p> <p>The teacher identified and sequenced instructional units in a manner that facilitated the accomplishment of his long-range goals in mathematics.</p>
<p><b>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;</li> <li>▪ describes/maintains an appropriate record-keeping system;</li> <li>▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and</li> <li>▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents.</li> </ul>	
<p><b>Preliminary Rating for APS 1.D</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.D Rating</b></p> <p>The teacher developed an appropriate process for evaluating and recording student progress; and for communicating this information to parents. A variety of assessment tools are implemented.</p>	<p><b>Final Rating for APS 1.D</b></p> <p><b>X Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.D Rating</b></p> <p>The teacher developed appropriate processes for evaluating, recording, and communicating progress for both students and parents.</p>

## SAFE-T Summary (ET3)

<b>APS 1.E The teacher plans appropriate procedures for managing the classroom.</b> The teacher <ul style="list-style-type: none"> <li>▪ presents an appropriate description of the expectations for student behavior during instruction and during non-instructional routines; and</li> <li>▪ presents a sound explanation of the most important considerations for maximizing instructional time.</li> </ul>	
<b>Preliminary Rating for APS 1.E</b> <input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>  <b>Rationale for Preliminary APS 1.E Rating</b> The teacher's classroom-management plan included the essential agreements for both the school and the classroom (e.g., Classroom EA: Be Fair, Share, Be Kind, Listen to Each Other, and Follow Directions) for both instructional and non-instructional time in order to maximize student learning.	<b>Final Rating for APS 1.E</b> <b>X Met</b> (Based on preliminary LRP) <input type="checkbox"/> <b>Met</b> (Based on new/revised LRP) <input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)  <b>Rationale for Final APS 1.E Rating</b> The teacher planned appropriate procedures for managing the classroom to maximize instruction. Consistent instructional and non-instructional expectations and procedures were reinforced through the implementation of the school PBIS plan and classroom essential agreements.
<b>Long-Range Plan (LRP) Requirement for the Final Evaluation Period</b> <input type="checkbox"/> A new/revised LRP is <u>not</u> required. <input checked="" type="checkbox"/> A new/revised LRP <u>is</u> required.  <b>Comments</b> The teacher's long-range plan was detail-oriented, thorough, comprehensive, and reflective in nature. It is evident that the teacher uses this information to guide instructional practices in his classroom.	

Domain 1: Planning	APS 2: Short-Range Planning of Instruction
<b>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</b> The teacher <ul style="list-style-type: none"> <li>▪ identifies appropriate unit objectives; and</li> <li>▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests.</li> </ul>	
<b>Preliminary Rating for APS 2.A</b> <input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>	<b>Final Rating for APS 2.A</b> <b>X Met</b> (Based on preliminary UWS) <input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)



## SAFE-T Summary (ET3)

<p><b>Rationale for Preliminary APS 2.A Rating</b></p> <p>The teacher developed unit objectives that facilitated student achievement toward long-range learning and developmental goals. The objectives covered the grade-level standards, the district/school curriculum, and correlated with the PYP unit.</p>	<p style="text-align: right;"><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.A Rating</b></p> <p>The teacher developed unit objectives that facilitated student achievement toward long-range learning and developmental goals. The objectives and sequence covered the grade-level standards and the district/school curriculum. The teacher collaborated with the first grade team and PYP coordinator to plan for instruction. Lesson objectives were modified to meet the needs of his students.</p>
<p><b>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ presents an appropriate, logically sequenced instructional plan for the unit; and</li> <li>▪ provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels.</li> </ul>	
<p><b>Preliminary Rating for APS 2.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 2.B Rating</b></p> <p>The teacher's plans for the unit followed the sequence of instruction outlined in the district's curriculum maps using the Lucy Calkins Writing Curriculum and made connections to the PYP unit of study.</p>	<p><b>Final Rating for APS 2.B</b></p> <p><b>X Met</b> (Based on preliminary UWS)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.B Rating</b></p> <p>The teacher's lessons were logically sequenced and took into consideration the grade level standards and expectations. Student MAP data was utilized to plan for instruction and group students based on academic needs.</p>
<p><b>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and</li> <li>▪ presents a solid rationale for making these determinations.</li> </ul>	
<p><b>Preliminary Rating for APS 2.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 2.C Rating</b></p> <p>The teacher described how he adjusts lesson plans and units of instruction based on student needs and class</p>	<p><b>Final Rating for APS 2.C</b></p> <p><b>X Met</b> (Based on preliminary UWS)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.C Rating</b></p> <p>The teacher made appropriate adjustments to his lesson plan. Pre-assessments were administered to guide instruction.</p>

## SAFE-T Summary (ET3)

performance. His rationale is based on daily observation and individual student writing conferences.

<b>Domain 1: Planning</b>	<b>APS 3: Planning Assessments and Using Data</b>
<p><b>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ develops and/or selects appropriate key unit assessments; and</li> <li>▪ presents sound evidence that these assessments are valid and reliable for all students.</li> </ul>	
<p><b>Preliminary Rating for APS 3.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 3.A Rating</b></p> <p>The teacher used and created multiple types of formative and summative assessments in the writing lessons (e.g., pre-assessment, writing prompts, elements activity, find the missing story element worksheet, cross-curricular social studies writing prompt, and a writing booklet with lines and illustrations.) He also used data and student conferences to reflect on how appropriate these assessments were for all of his students.</p>	<p><b>Final Rating for APS 3.A</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)</p> <p><input checked="" type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 3.A Rating</b></p> <p>The teacher used a variety of appropriate assessments that range from pre-assessments, formatives, to summative assessments.</p>
<p><b>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides an appropriate and accurate analysis of student performance, and</li> <li>▪ displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified.</li> </ul>	
<p><b>Preliminary Rating for APS 3.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 3.B Rating</b></p> <p>The teacher provided an analysis of data in both graph and written form. His reflection of pre and post data increased his understanding of each child's learning needs.</p>	<p><b>Final Rating for APS 3.B</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)</p> <p><input checked="" type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 3.B Rating</b></p> <p>The teacher consistently analyzed student performance to determine his students' strengths and weaknesses, and he compensated for these strengths and weaknesses in his small-group instruction. Student conferences were</p>

## SAFE-T Summary (ET3)

	also utilized in addition to formative and summative assessments to gauge student performance and growth.
<b>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses appropriate methods for determining student grades (or other performance indicators) for the unit,</li> <li>▪ appropriately and accurately summarizes overall student performance for the unit, and</li> <li>▪ provides a well-thought-out summary of the overall “success” of the unit, based on overall student performance.</li> </ul>	
<b>Preliminary Rating for APS 3.C</b> <input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>  <b>Rationale for Preliminary APS 3.C Rating</b> The teacher used appropriate methods for determining student grades, accurately summarized overall student performance, and provided a summary of the overall success of the unit. The assessments were used to group students and to provide targeted areas of assistance as needed.	<b>Final Rating for APS 3.C</b> <input type="checkbox"/> <b>Met</b> (Based on preliminary UWS) <input checked="" type="checkbox"/> <b>Met</b> (Based on new/revised UWS) <input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)  <b>Rationale for Final APS 3.C Rating</b> The teacher used assessments to reflect on what the students learned. The teacher summarized student growth for each of the learning goals and concluded that the unit successful because all students met their goals.
<b>Unit Work Sample (UWS) Requirement for the Final Evaluation Period</b> <input type="checkbox"/> A new/revised UWS is <u>not</u> required. <input checked="" type="checkbox"/> A new/revised UWS <u>is</u> required.  <b>Comments</b> Work samples were comprehensive.	

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<b>APS 4.A The teacher establishes, communicate, and maintains high expectations for student achievement.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriately high expectations for student achievement; and</li> </ul>	

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<ul style="list-style-type: none"> <li>▪ effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).</li> </ul>	
<p><b>Preliminary Rating for APS 4.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 4.A Rating</b></p> <p>The teacher effectively communicated to the students that they were expected to count the apples in a tree, and then to identify and count the missing parts. In writing, the students understood the purpose and relevance of including characters, setting, a beginning, middle, and end into their writing.</p>	<p><b>Final Rating for APS 4.A</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 4.A Rating</b></p> <p>The teacher communicated to the students that they were expected to learn how to compare and contrast so that they would become better readers. For example, he stated, "How can we use it (comparing and contrasting) to understand our reading?"</p> <p>In mathematics, the teacher conveyed the purpose and relevance through the learning objective (To learn that the two digits of a two-digit number represent amounts of tens and ones). Students demonstrated their understanding through a classroom discussion with the teacher and during both the guided and partner practice.</p>
<p><b>APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes appropriate expectations for student participation; and</li> <li>▪ effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.</li> </ul>	
<p><b>Preliminary Rating for APS 4.B</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 4.B Rating</b></p> <p>During the morning calendar lesson, the students were expected to identify the months and days on a calendar, and then to count the number of days in a month. The students were expected to recite the days of the week and the months of the year in Spanish.</p> <p>During writing, the teacher incorporated multiple strategies to increase student participation while holding students to high expectations. Name Sticks and reinforcing participation through positive reinforcement increased student participation.</p>	<p><b>Final Rating for APS 4.B</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 4.B Rating</b></p> <p>The teacher used questioning to determine if his students knew the definitions of compare and contrast prior to demonstrating compare and contrast using two different types of magic boxes as an example. The students were expected to say the definitions out loud and then start a compare and contrast chart as a whole group. The students finished the compare and contrast chart on their own.</p> <p>In mathematics, the students were expected to participate in a Spanish EnVision Math topic visual interactive learning video while learning Spanish and English math vocabulary terms, complete an EnVision Math worksheet whole group, work with a partner for a</p>



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	<p>hands on activity, and practice counting in Spanish with a movement video.</p> <p>To convey expectations, the teacher incorporated: positive praise, redirecting behavior, directions in Spanish, having students move their clip for not following expectations/essential agreements, and restating the directions multiple times for students.</p>
<p><b>APS 4.C The teacher helps students assume responsibility for their own participation and learning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and</li> <li>▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary.</li> </ul>	
<p><b>Preliminary Rating for APS 4.C</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 4.C Rating</b></p> <p>The teacher helped the students take ownership of the learning by referring to the boy in the EnVision Math Chart as “me.” He also scaffolded the part-part-whole problems for his lower-ability kids by asking them to count the number of apples on the ground to find the answer to a subtraction problem.</p> <p>The texts and writing prompt topic used during writing were relevant to the students and provided background knowledge for the students.</p>	<p><b>Final Rating for APS 4.C</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 4.C Rating</b></p> <p>The teacher helped students take ownership of their learning by asking for volunteers to put some of their own items in one of the magic boxes. The items disappeared, and then reappeared only after the students were able to recite the definitions of compare and contrast over the box. The definitions were the magic words.</p> <p>Probing questions were asked throughout the mathematics lesson and students were asked to explain their reasoning.</p>

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<p><b>APS 5.A The teacher uses appropriate instructional strategies.</b></p> <p>The teacher uses instructional strategies that are</p> <ul style="list-style-type: none"> <li>▪ appropriate for the content; and</li> <li>▪ appropriate for the students.</li> </ul>	
<p><b>Preliminary Rating for APS 5.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 5.A</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p>

## SAFE-T Summary (ET3)

<p><b>Rationale for Preliminary APS 5.A Rating</b></p> <p>The teacher followed the EnVision Math curriculum for first grade. Content was based on the PYP unit of study, Lucy Calkins, and ELA and math standards for first grade.</p>	<p><b>Rationale for Final APS 5.A Rating</b></p> <p>The instructional strategies were appropriate for the students and consisted of direct instruction, guided practice, partner work, independent practice, use of visual videos, building and breaking down key vocabulary, manipulatives, and movement. Magic boxes were used as part of the whole-group lesson on comparing and contrasting. The children were captivated and on-task throughout the entire lesson.</p>
<p><b>APS 5.B The teacher uses a variety of instructional strategies.</b></p> <p>The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to</p> <ul style="list-style-type: none"> <li>▪ convey information; and</li> <li>▪ involve and engage the students.</li> </ul>	
<p><b>Preliminary Rating for APS 5.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 5.B Rating</b></p> <p>The teacher used whole-group guided response on the Promethean board to explain the concept of part-part-whole problems. The same concept was reinforced with center activities that included counting manipulatives, dice, and Sushi Math on their student iPads.</p> <p>The teacher implemented direct instruction, individual conferencing with students, building on prior learning from previous community helper event, and use visual story board.</p> <p>The teacher used a real snake to emphasize beginning, middle, and end of the writing activity.</p>	<p><b>Final Rating for APS 5.B</b></p> <p>X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 5.B Rating</b></p> <p>The teacher involved and engaged the students by comparing and contrasting two different types of magic boxes. He made some of the students' personal items disappear, and then reappear only after the students were able to recite the definitions of compare and contrast over the magic box. At the end, the teacher noticed one more item in the box that wasn't there before... It was a (fake) dead rat... the children shrieked and laughed... very funny...</p> <p>To reinforce the concept being taught, the teacher incorporated visual videos and movement for engagement as well as the use of popsicle sticks as manipulatives for hands on learning to enable students to practice the concept further with a peer.</p>
<p><b>APS 5.C The teacher uses instructional strategies effectively.</b></p> <p>The teacher's effective use of instructional strategies results in</p> <ul style="list-style-type: none"> <li>▪ meaningful student learning; and</li> <li>▪ opportunities for all students to be engaged in the learning and to experience success.</li> </ul>	
<p><b>Preliminary Rating for APS 5.C</b></p> <p><input checked="" type="checkbox"/> Met</p>	<p><b>Final Rating for APS 5.C</b></p> <p>X Met</p>

## SAFE-T Summary (ET3)

<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 5.C Rating</b></p> <p>The teacher used magic to engage students in the learning process. After distributing six different colored fluffy balls to the students, he collected the one by one asking the students to tell them the total number of balls he had in his hand. After collecting all six, he opened his hand and there was only one, giant, multi-colored ball.</p> <p>The instructional strategies employed during the writing lesson were meaningful and engaging to the students. Direct instruction provided the students the opportunity to gain content knowledge through repetition. Individual conferencing with students provided time for the teacher to work on the student's individual areas of needs. Building on prior learning from previous community helper event helped engage the students and provided background knowledge on the topic. The story board also helped to reinforce the concept with the students visually and engaged the students because the board "came to life" with teacher movement.</p>	<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 5.C Rating</b></p> <p>The teacher was a master at engaging the students in learning. He started the lesson with definitions and relevancy for learning; he practiced the definitions using the magic boxes; he extended the lesson to a compare and contrast "T" chart on the board; and finally, he extended the lesson using a read aloud on the three little pigs and created a Venn Diagram on the board comparing and contrasting two different characters. The lesson was then retaught in small groups.</p> <p>Students were engaged, had an opportunity to apply the new skill they learned with a peer, and all students had an opportunity to experience success with the lesson during the whole group direct instruction, guided instruction, partner practice, and independent practice.</p>
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Domain 2: Instruction	APS 6: Providing Content for Learners
<p><b>APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides content that is accurate and current;</li> <li>▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and</li> <li>▪ recognizes and corrects content errors when they occur.</li> </ul>	
<p><b>Preliminary Rating for APS 6.A</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.A Rating</b></p> <p>All of the content that was covered was accurate, current, and error-free. The teacher had a thorough knowledge and understanding of the content.</p>	<p><b>Final Rating for APS 6.A</b></p> <p style="text-align: center;">X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.A Rating</b></p> <p>The content was accurate, current, and free of errors. Throughout the lessons the teacher had a thorough knowledge and understanding of the content.</p>
<p><b>APS 6.B The teacher provides appropriate content.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides content that is appropriate to the learning;</li> </ul>	

## SAFE-T Summary (ET3)

<ul style="list-style-type: none"> <li>▪ provides content that is appropriate to the learners; and</li> <li>▪ when possible, provides content that expands students' perspectives.</li> </ul>	
<p><b>Preliminary Rating for APS 6.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.B Rating</b></p> <p>The content was developmentally appropriate for the students. The content was expanded from simple counting to more advanced part-part-whole problems and subtraction problems with a written number sentence. It was also expanded by having the students complete and recite the answers in Spanish.</p> <p>The content of the writing lesson was appropriate for the students and each student individually reflected on their own writing to determine if their writing was ready for publication, while conferencing individually with the teacher.</p>	<p><b>Final Rating for APS 6.B</b></p> <p>X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.B Rating</b></p> <p>The content was expanded from citing simple definitions of compare and contrast to using guided practice to compare and contrast two different types of magic boxes to independent practice using a read aloud. The content of the mathematics lesson focused on how a two-digit number is represented in amounts of tens and ones. Throughout the lesson the teacher built upon the student's background knowledge of number words from 0-10 in Spanish to help them break apart and read larger numbers in Spanish.</p>
<p><b>APS 6.C The teacher structures the content to promote meaningful learning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ organizes the content in a logical sequence;</li> <li>▪ makes the content relevant, meaningful, and applicable to the students;</li> <li>▪ promotes higher level of knowledge and cognitive processing; and</li> <li>▪ clarifies the content when students exhibit difficulties.</li> </ul>	
<p><b>Preliminary Rating for APS 6.C</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.C Rating</b></p> <p>The teacher presented content in a logical sequence. First, all of the apples were counted to find the total. Then, this was followed by counting apples that fell from a tree and combining them with the number of apples remaining in the tree. Finally, this was followed by a part-part-whole chart and a number sentence.</p> <p>The teacher went beyond the simple whole group presentation of factual knowledge during the instruction to include a story board that "comes to life," the teacher used appropriate examples to make the content relevant by relating to two books the students read in class, and</p>	<p><b>Final Rating for APS 6.C</b></p> <p>X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.C Rating</b></p> <p>The compare and contrast lesson and mathematics lesson followed a logical sequence. First relevancy was established and vocabulary with definitions were introduced. This was followed by a demonstration, direct instruction, guided practice, partner practice, and independent practice.</p> <p>The teacher utilized an 'air machine' to select students for recall of math activity. Students were engaged and captivated by the wind machine.</p>



## SAFE-T Summary (ET3)

provided the students with meaningful examples through the use of pictures to aid in writing.

Song, dance, and movement were utilized.

### Domain 2: Instruction

### APS 7: Monitoring, Assessing, and Enhancing Learning

#### APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by

- engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

##### Preliminary Rating for APS 7.A

☒ Met

☐ Not Met

##### Rationale for Preliminary APS 7.A Rating

The teacher used effective questioning techniques to maintain constant awareness of student learning. He distributed different colored fluffy-balls to the students and was constantly asking them to add the different colored balls together to find the total. Students with wrong answers were nicely corrected and set back on the right track.

The teacher maintains a constant awareness of student learning by checking for understanding throughout the lesson and by conferencing individually with students.

##### Final Rating for APS 7.A

X Met

☐ Not Met

##### Rationale for Final APS 7.A Rating

To check for understanding, the teacher used questioning techniques to determine if the students were ready to move to the next level on the compare and contrast lesson continuum and to advance through the mathematics lesson. Teacher observation during partner practice and one-on-one support was provided.

Informal assessment, such as aforementioned wind machine, helped teacher gauge students' level of understanding while incorporating a fun experience.

#### APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

##### Preliminary Rating for APS 7.B

☒ Met

☐ Not Met

##### Rationale for Preliminary APS 7.B Rating

##### Final Rating for APS 7.B

X Met

☐ Not Met

##### Rationale for Final APS 7.B Rating

## SAFE-T Summary (ET3)

The teacher noticed that a few of the students had trouble finding the missing part of the part-part-whole chart so he returned to the apple tree and asked the students to count the number of apples on the ground.

Adjustments made during the lesson were to redirect student behavior to be on task.

Based on student difficulty with spelling, the teacher adjusted the compare and contrast lesson by allowing some students to draw a symbol of a brick instead of actually writing the word "brick" in their notebooks to help students connect the word to the picture.

Throughout the mathematics lesson, the teacher made adjustments to redirect student behavior to be on task, to help students break down Spanish vocabulary, to provide appropriate response time when students had difficulty answering questions, to rephrase questions, and to prompt students.

**APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.**

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

**Preliminary Rating for APS 7.C**

☒ Met

☐ Not Met

**Rationale for Preliminary APS 7.C Rating**

The teacher remained positive throughout the lesson. Students with wrong answers during the calendar and EnVision Math lesson were nicely redirected in the right direction. Students felt free to answer the teacher's questions even if they were not sure that their answer was correct.

Individualized feedback was given when the teacher was conferencing with individual students to aid in their writing.

**Final Rating for APS 7.C**

X Met

☐ Not Met

**Rationale for Final APS 7.C Rating**

The teacher was encouraging and positive about student learning during the compare and contrast lesson. For example, some of the students repeated what other students already had written on the Magic Boxes T Chart. When this happened, the teacher praised them for trying and encouraged them to come up with something new.

Overall, the students received timely oral feedback throughout the lessons and the teacher helped to correct student misunderstandings during instruction and practice.

**Domain 3: Environment**

**APS 8: Maintaining an Environment That Promotes Learning**

**APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.**

The teacher creates and maintains a physical environment that

- is safe; and
- is conducive to learning.

**Preliminary Rating for APS 8.A**

☒ Met

**Final Rating for APS 8.A**

X Met

## SAFE-T Summary (ET3)

<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.A Rating</b></p> <p>The teacher created a safe place for learning. Above each of the group tables was a banner with the name of the group that the students came up with themselves (e.g., Ice Cream Fairies, Ninja Sponge Coyotes, etc.). There was also a working fireplace in the corner with inviting book baskets, and all of the various centers were clean and well-stocked with needed materials.</p> <p>Student desks are grouped together in groups. There is space on the floor with a carpet for whole group instruction as well as space around the classroom for students to work in centers.</p>	<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.A Rating</b></p> <p>The classroom was safe and conducive to learning. The children felt free to take risks and contribute to the whole-group lesson and demonstration.</p> <p>When the mathematics lesson started, the students were sitting on the carpet in front of the board and then they transitioned to desks which were situated in groups. The arrangement allowed all students to see, hear, and participate during instruction.</p> <p>Students were also observed on the carpet during morning Spanish routines. All students were engaged and prepared to start the school day with a positive and energetic experience.</p>
<p><b>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ displays confidence and enthusiasm; and</li> <li>▪ maintains positive and respectful relationships with and among the students.</li> </ul>	
<p><b>Preliminary Rating for APS 8.B</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.B Rating</b></p> <p>The teacher created a safe place for learning. During the morning routine, a girl became sick. Although he was in the middle of an observation, the teacher took the time to make sure the little girl was okay by attending to her needs and filling out a nurse form for her.</p> <p>The teacher established a positive learning environment for the students. He made learning relevant through pictures of an event that was fun for the students and engaging through the story board that “comes to life” through his movement. The teacher was structured using a clip system and positive reinforcement.</p>	<p><b>Final Rating for APS 8.B</b></p> <p style="text-align: center;">X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.B Rating</b></p> <p>The teacher displayed a positive and caring attitude with his students.</p> <p>The teacher also was enthusiastic throughout his lesson and when transitioning/passing out materials. To liven the mood, the teacher would use funny voices with the students, which would make the students smile and laugh.</p> <p>The teacher also incorporated music during independent practice of the mathematics lesson.</p>
<p><b>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and</li> <li>▪ works to ensure that every student is a “learner.”</li> </ul>	
<p><b>Preliminary Rating for APS 8.C</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met</p>	<p><b>Final Rating for APS 8.C</b></p> <p style="text-align: center;">X Met</p>

## SAFE-T Summary (ET3)

<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.C Rating</b></p> <p>The teacher created an environment in which all of the students were eager to learn. He used magic by turning six independent colored fluffy balls into one multi-colored ball. All of the students were engaged and active in learning.</p> <p>The teacher made sure that students felt they had a sense of belonging in the classroom by talking to them on their level- eye to eye.</p>	<p style="text-align: center;"><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.C Rating</b></p> <p>The teacher created an environment in which all of his students were eager to learn. For example, he used magic boxes to engage the students, and then turned this enthusiasm toward contributing to the lesson. The students felt free to take risks and participate.</p> <p>In addition, the teacher incorporated teamwork through a hands on manipulative activity with popsicle sticks.</p>
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Domain 3: Environment	APS 9: Managing the Classroom
<p><b>APS 9.A The teacher manages student behavior appropriately.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes and communicates appropriate behavioral rules and consequences;</li> <li>▪ maintains a constant awareness of events and activities in the classroom;</li> <li>▪ uses effective preventive discipline techniques; and</li> <li>▪ handles inappropriate behaviors in an effective and timely manner.</li> </ul>	
<p><b>Preliminary Rating for APS 9.A</b></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 9.A Rating</b></p> <p>The teacher told a few students who were off-task to move their clips to a lower level. The students complied without complaining and without further interrupting the lesson. When they returned to the group, they remained on task and were held to high expectations.</p> <p>The teacher had clear classroom expectations for the students and they were embedded through the classroom essential agreements. The students demonstrated an understanding by restating some of the classroom expectations and by following the directions after they were reiterated.</p> <p>Otter Cards were issued for students displaying positive behavior.</p>	<p><b>Final Rating for APS 9.A</b></p> <p style="text-align: center;">X Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 9.A Rating</b></p> <p>During the compare and contrast lesson, one student was asked to move her laundry clip up for demonstrating good and another was asked to move his laundry clip down for bad behavior. The students were on-task and held to high expectations throughout the lesson.</p> <p>In the mathematics lesson as well, students had to move their clip for not following expectations/essential agreements.</p> <p>Classroom essential agreements are posted in the classroom and students are familiar with the clip system used for classroom management. Expectations are listed on the clip system chart which gives examples of "what I am doing, ways to fix my behavior, and consequences."</p> <p>When the teacher needed to reiterate the expectations to the students, they were able to transition back to the expected behavior.</p>



## SAFE-T Summary (ET3)

<p><b>APS 9.B The teacher makes maximal use of instructional time.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and</li> <li>▪ organizes the classroom in a manner that promotes a smooth flow of activity.</li> </ul>	
<p><b>Preliminary Rating for APS 9.B</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 9.B Rating</b></p> <p>The teacher made maximum use of instructional time. After the bell rang for center activities to change, the teacher said, "Freeze... Think... Move." The children quickly followed instructions. There was no loss on instructional time moving from one center to another.</p> <p>The teacher had the students have a working snack while they were independently writing since they have an early lunchtime. Students transitioned from writing to end of the day routines quickly.</p>	<p><b>Final Rating for APS 9.B</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 9.B Rating</b></p> <p>There was no loss of instructional time during the comparing and contrast lesson. Transitions were smooth. The teacher assigned three students to hand out iPads at student desks prior to the final transition to small groups.</p> <p>When cleaning up the partner mathematics activity, the teacher played a Spanish counting video to focus on the next task while he was collecting materials.</p>
<p><b>APS 9.C The teacher manages essential non-instructional routines in an efficient manner.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ promotes the smooth flow of non-instructional routines; and</li> <li>▪ manages transitions between activities or classes in an efficient and orderly manner.</li> </ul>	
<p><b>Preliminary Rating for APS 9.C</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 9.C Rating</b></p> <p>The teacher had a system for non-instructional routines. During the EnVision, whole-group math lesson, a girl quietly stood up and went and got a tissue to blow her nose. Then, she returned to the lesson. She did not disrupt any of the other students.</p> <p>The teacher communicated both in English and Spanish the directions for non-instructional routines and transitions. The students followed the procedures with reminders.</p>	<p><b>Final Rating for APS 9.C</b></p> <p>X Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 9.C Rating</b></p> <p>Non-instructional routines were efficient. During the compare and contrast lesson, a specialist teacher came to get a student in the middle of a magic box lesson. The specialist teacher let the student stay to see the end of the magic trick. The lesson continued without disruption.</p> <p>The teacher communicated both in English and Spanish the directions for non-instructional routines when transitioning to and from the carpet and while students were working with their partners. The students were able to follow the procedures given with teacher reminders.</p>

## SAFE-T Summary (ET3)

<b>Domain 4: Professionalism</b>	<b>APS 10: Fulfilling Professional Responsibilities</b>
<b>APS 10.A The teacher is an advocate for the students.</b> The teacher <ul style="list-style-type: none"> <li>▪ works effectively with colleagues to help determine and meet individual student needs; and</li> <li>▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students.</li> </ul>	
<b>Preliminary Rating for APS 10.A</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.A Rating</b> The teacher is a team player, shows leadership qualities, and works extremely well with others. He is positive and helpful. He is a role model to others.	<b>Final Rating for APS 10.A</b> X Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.A Rating</b> The teacher is an advocate for students. He displays a positive attitude and works hard to meet their individual needs. His collaboration with teammates assists in meeting individual student needs.
<b>APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.</b> The teacher <ul style="list-style-type: none"> <li>▪ is an active contributor to school initiatives; and</li> <li>▪ supports school-related organizations and activities.</li> </ul>	
<b>Preliminary Rating for APS 10.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.B Rating</b> The teacher attends all grade-level, content-area, and school-wide meetings. He is punctual and positive. He continues to learn for the betterment of his students.	<b>Final Rating for APS 10.B</b> X Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.B Rating</b> The teacher attends all grade level, content area, and school-wide meetings; he likewise meets with immersion teachers to ensure collaboration is vertically aligned as well.
<b>APS 10.C The teacher is an effective communicator.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses clear and correct oral and written language; and</li> <li>▪ communicates effectively and regularly with parents.</li> </ul>	
<b>Preliminary Rating for APS 10.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.C Rating</b>	<b>Final Rating for APS 10.C</b> X Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.C Rating</b>

## SAFE-T Summary (ET3)

The teacher uses clear and correct communication in both oral and written form.	The teacher continues using clear oral and written language with all stakeholders.
<b>APS 10.D The teacher exhibits professional demeanor and behavior.</b> The teacher <ul style="list-style-type: none"> <li>▪ maintains all required professional credentials;</li> <li>▪ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and</li> <li>▪ demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).</li> </ul>	
<b>Preliminary Rating for APS 10.D</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.D Rating</b> The teacher is a professional. He is a team player, a learner himself, and is extremely dedicated to improving the academic achievement of his students.	<b>Final Rating for APS 10.D</b> X Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.D Rating</b> The teacher is a professional and demonstrates initiative, time-management, and high-quality work. Multiple implementations have been required this school year. Teacher has adhered to each of them.
<b>APS 10.E The teacher is an active learner.</b> The teacher <ul style="list-style-type: none"> <li>▪ accurately identifies his or her own professional strengths and weaknesses;</li> <li>▪ sets appropriate professional development goals; and</li> <li>▪ regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.</li> </ul>	
<b>Preliminary Rating for APS 10.E</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.E Rating</b> Teacher has completed his IB PYP Category 1 training, understanding RTI, NWEA data review, math workshops and vertical content discussions.	<b>Final Rating for APS 10.E</b> <input type="checkbox"/> Met (Based on preliminary Professional Self-Assessment) X Met (Based on new/revised Professional Self-Assessment) <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.E Rating</b> The teacher is reflective. This is evidenced by his unit samples, his responses to team observations, and his daily interactions with colleagues and administration. It is evident that he thinks about what he is going to teach, and how he can make it better after the lesson is over. He differentiates according to his students' needs and most importantly treats his students with respect.
<b>Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period</b> <input checked="" type="checkbox"/> A new/revised PSA is <u>not</u> required.	

## SAFE-T Summary (ET3)

<input type="checkbox"/> A new/revised PSA <u>is</u> required.	
<b>Comments</b> Teacher was able to articulate well his strengths and challenges as an educator.	

Additional Comments and Areas for Improvement (Optional)	
Preliminary Evaluation Period	Final Evaluation Period
Mr. Heiter has been a welcome addition to our Spanish Immersion Program embracing a new model concept as a 'stand-alone' teacher for both English and Spanish instruction.	Mr. Heiter is a master teacher. He is a role model for other teachers as he puts a lot of thought and time into what he does every day for his students, parents, and colleagues. Students are excited to be in his class and they continue to grow academically.





# SAFE-T Summary (ET3)

Teacher Anthony Heiter Contract level Annual

District Beaufort County School District School Hilton Head Island Elementary

Grade level(s)/Subject area(s) First Grade / Spanish Immersion Academic year 2015-16

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			Consensus Judgment	
Domain	Key Elements in the Domain (Preliminary)	Key Elements in the Domain (Final)	Preliminary	Final
<b>Domain 1: Planning</b> APS 1 APS 2 APS 3	*11 Total: <u>11</u> <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )	*11 Total: _____ <input checked="" type="checkbox"/> Met ( $\geq 10$ ) <input type="checkbox"/> Not Met ( $\leq 9$ )	<input checked="" type="checkbox"/> Exemplary [11] <input type="checkbox"/> Proficient [10] <input type="checkbox"/> Needs Improvement [4-9] <input type="checkbox"/> Unsatisfactory [1-3]	<input type="checkbox"/> Exemplary [11] <input type="checkbox"/> Proficient [10] <input type="checkbox"/> Needs Improvement [4-9] <input type="checkbox"/> Unsatisfactory [1-3]
<b>Domain 2: Instruction</b> APS 4 APS 5 APS 6 APS 7	*12 Total: <u>12</u> <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	*12 Total: _____ <input checked="" type="checkbox"/> Met ( $\geq 11$ ) <input type="checkbox"/> Not Met ( $\leq 10$ )	<input checked="" type="checkbox"/> Exemplary [12] <input type="checkbox"/> Proficient [11] <input type="checkbox"/> Needs Improvement [4-10] <input type="checkbox"/> Unsatisfactory [1-3]	<input type="checkbox"/> Exemplary [12] <input type="checkbox"/> Proficient [11] <input type="checkbox"/> Needs Improvement [4-10] <input type="checkbox"/> Unsatisfactory [1-3]
<b>Domain 3: Environment</b> APS 8 APS 9	*6 Total: <u>6</u> <input checked="" type="checkbox"/> Met ( $> 5$ ) <input type="checkbox"/> Not Met ( $< 4$ )	*6 Total: _____ <input checked="" type="checkbox"/> Met ( $\geq 5$ ) <input type="checkbox"/> Not Met ( $\leq 4$ )	<input checked="" type="checkbox"/> Exemplary [6] <input type="checkbox"/> Proficient [5] <input type="checkbox"/> Needs Improvement [3-4] <input type="checkbox"/> Unsatisfactory [1-2]	<input type="checkbox"/> Exemplary [6] <input type="checkbox"/> Proficient [5] <input type="checkbox"/> Needs Improvement [3-4] <input type="checkbox"/> Unsatisfactory [1-2]
<b>Domain 4: Professionalism</b> APS 10	*5 Total: <u>5</u> <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	*5 Total: _____ <input checked="" type="checkbox"/> Met ( $\geq 4$ ) <input type="checkbox"/> Not Met ( $\leq 3$ )	<input checked="" type="checkbox"/> Exemplary [5] <input type="checkbox"/> Proficient [4] <input type="checkbox"/> Needs Improvement [3] <input type="checkbox"/> Unsatisfactory [1-2]	<input type="checkbox"/> Exemplary [5] <input type="checkbox"/> Proficient [4] <input type="checkbox"/> Needs Improvement [3] <input type="checkbox"/> Unsatisfactory [1-2]
<b>Overall Professional Practice Judgment</b> An overall judgment of <i>met</i> indicates that the teacher achieves the criterion level in all four domains			<b>Overall Preliminary Professional Practice</b>	<b>Overall Final Professional Practice</b>
<b>Preliminary</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met			<b>Final</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

**Evaluators:** By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary (Evaluators' signatures and date)



Final (Evaluators' signatures and date)



## SAFE-T Summary (ET3)

Student Growth (SLO and/or VAM) *Mid-Course Conference = Year long SLOs	Preliminary *Mid-Course Conference = Year- long SLOs	Final
<b>SLO Rating Percentage of Attainment</b> <b>Exemplary:</b> 86% - 100% of students met or exceeded their growth goal [ 19 of 21 ] <b>Proficient:</b> 70% - 85% of students met or exceeded their growth goal [ ___ of ___ ] <b>Needs Improvement:</b> 40% - 69% of students met or exceeded their growth goal [ ___ of ___ ] <b>Unsatisfactory:</b> Fewer than 40% of students met or exceeded their growth goal [ ___ of ___ ]	<input checked="" type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Mid-Course Conference	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

The signatures below verify that the educator has received the results of the above SLO judgment.

Preliminary	Final
 Teacher's Signature and Date 12-1-15	Teacher's Signature and Date
 Administrator's Signature and Date 12-1-15	Administrator's Signature and Date

Overall Judgment		
<b>Overall Judgment</b> The overall judgment is determined by the calculated overall professional performance (PP) rating <u>and</u> the calculated student growth (SG) rating. (See the <i>Judgment Decision Rules</i> below) <b>Preliminary: *Not Applicable = Year-long SLOs</b>	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory <input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
<b>SCDE Judgment Reporting Conversion</b> An overall judgment of <b>met</b> indicates that the teacher achieves the criterion level in all four domains and an SLO overall of <b>3 or 4</b> . <b>Preliminary: *Not Applicable = Year-long SLOs</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

### Judgment Decision Rules:

#### Professional Practice (Observations)

1. A rating of "Unsatisfactory" in any of the four domains will result in an overall *Professional Practice* rating of "Unsatisfactory."
2. Any rating of "Needs Improvement" without an "Unsatisfactory" will result in a "Needs Improvement" rating on *Professional Practice*.
3. No ratings of "Unsatisfactory" or "Needs Improvement," but less than 2 "Exemplary," ratings will result in a "Proficient" rating on *Professional Practice*.
4. At least two "Exemplary" ratings and no ratings of "Unsatisfactory" or "Needs Improvement" will result in an "Exemplary" rating on *Professional Practice*.


#### Student Growth (SLOs)

5. Any rating of "Unsatisfactory" for Student Growth will result in a *summative rating* no higher than "Needs Improvement."
6. A *summative rating* of "Exemplary" requires a rating of "Exemplary" in both Professional Practice and Student Growth.

**Teacher:** By signing below, I verify that I have received the results of this summative evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary (Teacher's signature and date)

Final (Teacher's signature and date)



## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 1: Long-Range Planning</b>
<p><b>APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate student information;</li> <li>▪ gives a sound explanation of the relevance of the student information to student learning; and</li> <li>▪ shows insight into the use of the student information to guide planning.</li> </ul>	
<p><b>Preliminary Rating for APS 1.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.A Rating</b></p> <p>The teacher included appropriate and comprehensive information about the students in his class (e.g., demographics, special services, medical alerts, reading levels, and student achievement). The teacher is reflective on the needs of his students when planning for instruction.</p>	<p><b>Final Rating for APS 1.A</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.A Rating</b></p>
<p><b>APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies long-range goals that are accurate and appropriate; and</li> <li>▪ provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.</li> </ul>	
<p><b>Preliminary Rating for APS 1.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.B Rating</b></p> <p>The teacher's long-range goals were thorough, accurate, and appropriate for his grade level and content areas. The goals mirrored curriculum standards, PYP planners, curriculum maps, and are data driven based on MAP scores.</p>	<p><b>Final Rating for APS 1.B</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.B Rating</b></p>

## SAFE-T Summary (ET3)

Domain 1: Planning	APS 1: Long-Range Planning
<p><b>APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies units that are appropriate to the context; and</li> <li>▪ presents a sound explanation for the unit sequence and timeline.</li> </ul>	
<p><b>Preliminary Rating for APS 1.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.C Rating</b></p> <p>The teacher included units that were in an appropriate sequence and timeline. PYP units and goals were infused with English Language Arts.</p>	<p><b>Final Rating for APS 1.C</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.C Rating</b></p>
<p><b>APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;</li> <li>▪ describes/maintains an appropriate record-keeping system;</li> <li>▪ presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and</li> <li>▪ presents a sound explanation of the methods for communicating the assessment information to students and their parents.</li> </ul>	
<p><b>Preliminary Rating for APS 1.D</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.D Rating</b></p> <p>The teacher developed an appropriate process for evaluating and recording student progress; and for communicating this information to parents. A variety of assessment tools are implemented.</p>	<p><b>Final Rating for APS 1.D</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.D Rating</b></p>
<p><b>APS 1.E The teacher plans appropriate procedures for managing the classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ presents an appropriate description of the expectations for student behavior during instruction and during non-instructional routines; and</li> <li>▪ presents a sound explanation of the most important considerations for maximizing instructional time.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 1: Long-Range Planning</b>
<p><b>Preliminary Rating for APS 1.E</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 1.E Rating</b></p> <p>The teacher's classroom-management plan included the essential agreements for both the school and the classroom (e.g., Classroom EA: Be Fair, Share, Be Kind, Listen to Each Other, and Follow Directions) for both instructional and non-instructional time in order to maximize student learning.</p>	<p><b>Final Rating for APS 1.E</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary LRP)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised LRP)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised LRP)</p> <p><b>Rationale for Final APS 1.E Rating</b></p>
<p><b>Long-Range Plan (LRP) Requirement for the Final Evaluation Period</b></p> <p><input type="checkbox"/> A new/revised LRP is <u>not</u> required.</p> <p><input checked="" type="checkbox"/> A new/revised LRP <u>is</u> required.</p> <p><b>Comments</b></p> <p>The teacher's long-range plan was detail-oriented, thorough, comprehensive, and reflective in nature. It is evident that the teacher uses this information to guide instructional practices in his classroom.</p>	

<b>Domain 1: Planning</b>	<b>APS 2: Short-Range Planning of Instruction</b>
<p><b>APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ identifies appropriate unit objectives; and</li> <li>▪ gives a sound explanation of the relevance of these objectives to student learning needs and interests.</li> </ul>	
<p><b>Preliminary Rating for APS 2.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 2.A Rating</b></p> <p>The teacher developed unit objectives that facilitated student achievement toward long-range learning and developmental goals. The objectives covered the grade-level standards, the district/school curriculum, and correlated with the PYP unit.</p>	<p><b>Final Rating for APS 2.A</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.A Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 2: Short-Range Planning of Instruction</b>
<p><b>APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ presents an appropriate, logically sequenced instructional plan for the unit; and</li> <li>▪ provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels.</li> </ul>	
<p><b>Preliminary Rating for APS 2.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 2.B Rating</b></p> <p>The teacher's plans for the unit followed the sequence of instruction outlined in the district's curriculum maps using the Lucy Calkins Writing Curriculum and made connections to the PYP unit of study.</p>	<p><b>Final Rating for APS 2.B</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.B Rating</b></p>
<p><b>APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ makes appropriate determinations regarding the need to make adjustments to the instructional plans; and</li> <li>▪ presents a solid rationale for making these determinations.</li> </ul>	
<p><b>Preliminary Rating for APS 2.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 2.C Rating</b></p> <p>The teacher described how he adjusts lesson plans and units of instruction based on student needs and class performance. His rationale is based on daily observation and individual student writing conferences.</p>	<p><b>Final Rating for APS 2.C</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)</p> <p><input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 2.C Rating</b></p>

<b>Domain 1: Planning</b>	<b>APS 3: Planning Assessments and Using Data</b>
<p><b>APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ develops and/or selects appropriate key unit assessments; and</li> <li>▪ presents sound evidence that these assessments are valid and reliable for all students.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 3: Planning Assessments and Using Data</b>
<p><b>Preliminary Rating for APS 3.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b>  <input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 3.A Rating</b>  The teacher used and created multiple types of formative and summative assessments in the writing lessons (e.g., pre-assessment, writing prompts, elements activity, find the missing story element worksheet, cross-curricula social studies writing prompt, and a writing booklet with lines and illustrations.) He also used data and student conferences to reflect on how appropriate these assessments were for all of his students.</p>	<p><b>Final Rating for APS 3.A</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)  <input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)  <input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 3.A Rating</b></p>
<p><b>APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides an appropriate and accurate analysis of student performance, and</li> <li>▪ displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified.</li> </ul>	
<p><b>Preliminary Rating for APS 3.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b>  <input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 3.B Rating</b>  The teacher provided an analysis of data in both graph and written form. His reflection of pre and post data increased his understanding of each child's learning needs.</p>	<p><b>Final Rating for APS 3.B</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)  <input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)  <input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p> <p><b>Rationale for Final APS 3.B Rating</b></p>
<p><b>APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ uses appropriate methods for determining student grades (or other performance indicators) for the unit,</li> <li>▪ appropriately and accurately summarizes overall student performance for the unit, and</li> <li>▪ provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.</li> </ul>	
<p><b>Preliminary Rating for APS 3.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b>  <input type="checkbox"/> <b>Not Met</b></p>	<p><b>Final Rating for APS 3.C</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary UWS)  <input type="checkbox"/> <b>Met</b> (Based on new/revised UWS)  <input type="checkbox"/> <b>Not Met</b> (Based on new/revised UWS)</p>



## SAFE-T Summary (ET3)

<b>Domain 1: Planning</b>	<b>APS 3: Planning Assessments and Using Data</b>
<p><b>Rationale for Preliminary APS 3.C Rating</b></p> <p>The teacher used appropriate methods for determining student grades, accurately summarized overall student performance, and provided a summary of the overall success of the unit. The assessments were used to group students and to provide targeted areas of assistance as needed.</p> <hr/> <p><b>Unit Work Sample (UWS) Requirement for the Final Evaluation Period</b></p> <p><input type="checkbox"/> A new/revised UWS is <u>not</u> required.</p> <p><input checked="" type="checkbox"/> A new/revised UWS <u>is</u> required.</p> <p><b>Comments</b></p> <p>Work samples were comprehensive.</p>	<p><b>Rationale for Final APS 3.C Rating</b></p>

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<p><b>APS 4.A The teacher establishes, communicate, and maintains high expectations for student achievement.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes appropriately high expectations for student achievement; and</li> <li>▪ effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).</li> </ul>	
<p><b>Preliminary Rating for APS 4.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 4.A Rating</b></p> <p>The teacher effectively communicated to the students that they were expected to count the apples in a tree, and then to identify and count the missing parts. In writing, the students understood the purpose and relevance of including characters, setting, a beginning, middle, and end into their writing.</p>	<p><b>Final Rating for APS 4.A</b></p> <p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Final APS 4.A Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<b>APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.</b> The teacher <ul style="list-style-type: none"> <li>▪ establishes appropriate expectations for student participation; and</li> <li>▪ effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.</li> </ul>	
<b>Preliminary Rating for APS 4.B</b> <input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 4.B Rating</b> During the morning calendar lesson, the students were expected to identify the months and days on a calendar, and then to count the number of days in a month. The students were expected to recite the days of the week and the months of the year in Spanish.  During writing, the teacher incorporated multiple strategies to increase student participation while holding students to high expectations. Name Sticks and reinforcing participation through positive reinforcement increased student participation.	<b>Final Rating for APS 4.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 4.B Rating</b>
<b>APS 4.C The teacher helps students assume responsibility for their own participation and learning.</b> The teacher <ul style="list-style-type: none"> <li>▪ helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and</li> <li>▪ assists the students in developing strategies to compensate for their weaknesses when it is necessary.</li> </ul>	
<b>Preliminary Rating for APS 4.C</b> <input checked="checked" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 4.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 4: Establishing and Maintaining High Expectations for Learners</b>
<p><b>Rationale for Preliminary APS 4.C Rating</b></p> <p>The teacher helped the students take ownership of the learning by referring to the boy in the EnVision Math Chart as “me.” He also scaffolded the part-part-whole problems for his lower-ability kids by asking them to count the number of apples on the ground to find the answer to a subtraction problem.</p> <p>The texts and writing prompt topic used during writing were relevant to the students and provided background knowledge for the students.</p>	<p><b>Rationale for Final APS 4.C Rating</b></p>

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<p><b>APS 5.A The teacher uses appropriate instructional strategies.</b></p> <p>The teacher uses instructional strategies that are</p> <ul style="list-style-type: none"> <li>▪ appropriate for the content; and</li> <li>▪ appropriate for the students.</li> </ul>	
<p><b>Preliminary Rating for APS 5.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 5.A Rating</b></p> <p>The teacher followed the EnVision Math curriculum for first grade. Content was based on the PYP unit of study, Lucy Calkins, and ELA and math standards for first grade.</p>	<p><b>Final Rating for APS 5.A</b></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 5.A Rating</b></p>

<p><b>APS 5.B The teacher uses a variety of instructional strategies.</b></p> <p>The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to</p> <ul style="list-style-type: none"> <li>▪ convey information; and</li> <li>▪ involve and engage the students.</li> </ul>	
<p><b>Preliminary Rating for APS 5.B</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 5.B</b></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 5: Using Instructional Strategies to Facilitate Learning</b>
<p><b>Rationale for Preliminary APS 5.B Rating</b></p> <p>The teacher used whole-group guided response on the Promethean board to explain the concept of part-part-whole problems. The same concept was reinforced with center activities that included counting manipulatives, dice, and Sushi Math on their student iPads.</p> <p>The teacher implemented direct instruction, individual conferencing with students, building on prior learning from previous community helper event, and use visual story board.</p> <p>The teacher used a real snake to emphasize beginning, middle, and end of the writing activity.</p>	<p><b>Rationale for Final APS 5.B Rating</b></p>
<p><b>APS 5.C The teacher uses instructional strategies effectively.</b></p> <p>The teacher's effective use of instructional strategies results in</p> <ul style="list-style-type: none"> <li>▪ meaningful student learning; and</li> <li>▪ opportunities for all students to be engaged in the learning and to experience success.</li> </ul>	
<p><b>Preliminary Rating for APS 5.C</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 5.C Rating</b></p> <p>The teacher used magic to engage students in the learning process. After distributing six different colored fluffy balls to the students, he collected the one by one asking the students to tell them the total number of balls he had in his hand. After collecting all six, he opened his hand and there was only one, giant, multi-colored ball.</p> <p>The instructional strategies employed during the writing lesson were meaningful and engaging to the students. Direct instruction provided the students the opportunity to gain content knowledge through repetition. Individual conferencing with students provided time for the teacher to work on the student's individual areas of needs. Building on prior learning from previous community helper event helped engage the students and provided background knowledge on the topic. The story board also helped to reinforce the concept with the students visually and engaged the students because the board "came to life" with teacher movement.</p>	<p><b>Final Rating for APS 5.C</b></p> <p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Final APS 5.C Rating</b></p>

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 6: Providing Content for Learners</b>
<p><b>APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.</b>  The teacher</p> <ul style="list-style-type: none"> <li>▪ provides content that is accurate and current;</li> <li>▪ identifies and explains/demonstrates conceptual relationships and/or procedural steps; and</li> <li>▪ recognizes and corrects content errors when they occur.</li> </ul>	
<p><b>Preliminary Rating for APS 6.A</b></p> <p><input checked="" type="checkbox"/> Met  <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.A Rating</b>  All of the content that was covered was accurate, current, and error-free. The teacher had a thorough knowledge and understanding of the content.</p>	<p><b>Final Rating for APS 6.A</b></p> <p><input type="checkbox"/> Met  <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.A Rating</b></p>
<p><b>APS 6.B The teacher provides appropriate content.</b>  The teacher</p> <ul style="list-style-type: none"> <li>▪ provides content that is appropriate to the learning;</li> <li>▪ provides content that is appropriate to the learners; and</li> <li>▪ when possible, provides content that expands students' perspectives.</li> </ul>	
<p><b>Preliminary Rating for APS 6.B</b></p> <p><input checked="" type="checkbox"/> Met  <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.B Rating</b>  The content was developmentally appropriate for the students. The content was expanded from simple counting to more advanced part-part-whole problems and subtraction problems with a written number sentence. It was also expanded by having the students complete and recite the answers in Spanish.</p> <p>The content of the writing lesson was appropriate for the students and each student individually reflected on their own writing to determine if their writing was ready for publication, while conferencing individually with the teacher.</p>	<p><b>Final Rating for APS 6.B</b></p> <p><input type="checkbox"/> Met  <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.B Rating</b></p>
<p><b>APS 6.C The teacher structures the content to promote meaningful learning.</b>  The teacher</p> <ul style="list-style-type: none"> <li>▪ organizes the content in a logical sequence;</li> <li>▪ makes the content relevant, meaningful, and applicable to the students;</li> <li>▪ promotes higher level of knowledge and cognitive processing; and</li> <li>▪ clarifies the content when students exhibit difficulties.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 6: Providing Content for Learners</b>
<p><b>Preliminary Rating for APS 6.C</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 6.C Rating</b></p> <p>The teacher presented content in a logical sequence. First, all of the apples were counted to find the total. Then, this was followed by counting apples that fell from a tree and combining them with the number of apples remaining in the tree. Finally, this was followed by a part-part-whole chart and a number sentence.</p> <p>The teacher went beyond the simple whole group presentation of factual knowledge during the instruction to include a story board that “comes to life,” the teacher used appropriate examples to make the content relevant by relating to two books the students read in class, and provided the students with meaningful examples through the use of pictures to aid in writing.</p> <p>Song, dance, and movement were utilized.</p>	<p><b>Final Rating for APS 6.C</b></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 6.C Rating</b></p>

<b>Domain 2: Instruction</b>	<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>
<p><b>APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.</b></p> <p>The teacher maintains a constant awareness of student learning by</p> <ul style="list-style-type: none"> <li>▪ engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;</li> <li>▪ using effective questioning techniques; and</li> <li>▪ observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.</li> </ul>	
<p><b>Preliminary Rating for APS 7.A</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 7.A</b></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>
<b>Rationale for Preliminary APS 7.A Rating</b> <p>The teacher used effective questioning techniques to maintain constant awareness of student learning. He distributed different colored fluffy-balls to the students and was constantly asking them to add the different colored balls together to find the total. Students with wrong answers were nicely corrected and set back on the right track.</p> <p>The teacher maintains a constant awareness of student learning by checking for understanding throughout the lesson and by conferencing individually with students.</p>	<b>Rationale for Final APS 7.A Rating</b>
<b>APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.</b> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ makes appropriate decisions regarding the need to make adjustments during the lesson; and</li> <li>▪ effectively implements any needed adjustments.</li> </ul>	
<b>Preliminary Rating for APS 7.B</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 7.B Rating</b> <p>The teacher noticed that a few of the students had trouble finding the missing part of the part-part-whole chart so he returned to the apple tree and asked the students to count the number of apples on the ground.</p> <p>Adjustments made during the lesson were to redirect student behavior to be on task.</p>	<b>Final Rating for APS 7.B</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 7.B Rating</b>
<b>APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.</b> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ provides feedback to students throughout the lesson;</li> <li>▪ provides feedback to students on all significant student work; and</li> <li>▪ provides feedback that is accurate, constructive, substantive, specific, and timely.</li> </ul>	
<b>Preliminary Rating for APS 7.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	<b>Final Rating for APS 7.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met



## SAFE-T Summary (ET3)

<b>Domain 2: Instruction</b>	<b>APS 7: Monitoring, Assessing, and Enhancing Learning</b>
<p><b>Rationale for Preliminary APS 7.C Rating</b></p> <p>The teacher remained positive throughout the lesson. Students with wrong answers during the calendar and EnVision Math lesson were nicely redirected in the right direction. Students felt free to answer the teacher's questions even if they were not sure that their answer was correct.</p> <p>Individualized feedback was given when the teacher was conferencing with individual students to aid in their writing.</p>	<p><b>Rationale for Final APS 7.C Rating</b></p>

<b>Domain 3: Environment</b>	<b>APS 8: Maintaining an Environment That Promotes Learning</b>
<p><b>APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</b></p> <p>The teacher creates and maintains a physical environment that</p> <ul style="list-style-type: none"> <li>▪ is safe; and</li> <li>▪ is conducive to learning.</li> </ul>	
<p><b>Preliminary Rating for APS 8.A</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.A Rating</b></p> <p>The teacher created a safe place for learning. Above each of the group tables was a banner with the name of the group that the students came up with themselves (e.g., Ice Cream Fairies, Ninja Sponge Coyotes, etc.). There was also a working fireplace in the corner with inviting book baskets, and all of the various centers were clean and well-stocked with needed materials.</p> <p>Student desks are grouped together in groups. There is space on the floor with a carpet for whole group instruction as well as space around the classroom for students to work in centers.</p>	<p><b>Final Rating for APS 8.A</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.A Rating</b></p>
<p><b>APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ displays confidence and enthusiasm; and</li> <li>▪ maintains positive and respectful relationships with and among the students.</li> </ul>	
<p><b>Preliminary Rating for APS 8.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 8.B</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>	<b>APS 8: Maintaining an Environment That Promotes Learning</b>
<p><b>Rationale for Preliminary APS 8.B Rating</b></p> <p>The teacher created a safe place for learning. During the morning routine, a girl became sick. Although he was in the middle of an observation, the teacher took the time to make sure the little girl was okay by attending to her needs and filling out a nurse form for her.</p> <p>The teacher established a positive learning environment for the students. He made learning relevant through pictures of an event that was fun for the students and engaging through the story board that “comes to life” through his movement. The teacher was structured using a clip system and positive reinforcement.</p>	<p><b>Rationale for Final APS 8.B Rating</b></p>
<p><b>APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and</li> <li>▪ works to ensure that every student is a “learner.”</li> </ul>	
<p><b>Preliminary Rating for APS 8.C</b></p> <p><input checked="" type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 8.C Rating</b></p> <p>The teacher created an environment in which all of the students were eager to learn. He used magic by turning six independent colored fluffy balls into one multi-colored ball. All of the students were engaged and active in learning.</p> <p>The teacher made sure that students felt they had a sense of belonging in the classroom by talking to them on their level- eye to eye.</p>	<p><b>Final Rating for APS 8.C</b></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 8.C Rating</b></p>

<b>Domain 3: Environment</b>	<b>APS 9: Managing the Classroom</b>
<p><b>APS 9.A The teacher manages student behavior appropriately.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ establishes and communicates appropriate behavioral rules and consequences;</li> <li>▪ maintains a constant awareness of events and activities in the classroom;</li> <li>▪ uses effective preventive discipline techniques; and</li> <li>▪ handles inappropriate behaviors in an effective and timely manner.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>	<b>APS 9: Managing the Classroom</b>
<p><b>Preliminary Rating for APS 9.A</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 9.A Rating</b></p> <p>The teacher told a few students who were off-task to move their clips to a lower level. The students complied without complaining and without further interrupting the lesson. When they returned to the group, they remained on task and were held to high expectations.</p> <p>The teacher had clear classroom expectations for the students and they were embedded through the classroom essential agreements. The students demonstrated an understanding by restating some of the classroom expectations and by following the directions after they were reiterated.</p> <p>Otter Cards were issued for students displaying positive behavior.</p>	<p><b>Final Rating for APS 9.A</b></p> <p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Final APS 9.A Rating</b></p>
<p><b>APS 9.B The teacher makes maximal use of instructional time.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ ensures that the students are engaged in meaningful academic learning throughout the instructional period; and</li> <li>▪ organizes the classroom in a manner that promotes a smooth flow of activity.</li> </ul>	
<p><b>Preliminary Rating for APS 9.B</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 9.B Rating</b></p> <p>The teacher made maximum use of instructional time. After the bell rang for center activities to change, the teacher said, "Freeze... Think... Move." The children quickly followed instructions. There was no loss on instructional time moving from one center to another.</p> <p>The teacher had the students have a working snack while they were independently writing since they have an early lunchtime. Students transitioned from writing to end of the day routines quickly.</p>	<p><b>Final Rating for APS 9.B</b></p> <p><input type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Final APS 9.B Rating</b></p>
<p><b>APS 9.C The teacher manages essential non-instructional routines in an efficient manner.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ promotes the smooth flow of non-instructional routines; and</li> <li>▪ manages transitions between activities or classes in an efficient and orderly manner.</li> </ul>	

## SAFE-T Summary (ET3)

<b>Domain 3: Environment</b>	<b>APS 9: Managing the Classroom</b>
<p><b>Preliminary Rating for APS 9.C</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 9.C Rating</b></p> <p>The teacher had a system for non-instructional routines. During the EnVision, whole-group math lesson, a girl quietly stood up and went and got a tissue to blow her nose. Then, she returned to the lesson. She did not disrupt any of the other students.</p> <p>The teacher communicated both in English and Spanish the directions for non-instructional routines and transitions. The students followed the procedures with reminders.</p>	<p><b>Final Rating for APS 9.C</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 9.C Rating</b></p>

<b>Domain 4: Professionalism</b>	<b>APS 10: Fulfilling Professional Responsibilities</b>
<p><b>APS 10.A The teacher is an advocate for the students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ works effectively with colleagues to help determine and meet individual student needs; and</li> <li>▪ establishes appropriate professional relationships with others outside of the school to support the well-being of students.</li> </ul>	
<p><b>Preliminary Rating for APS 10.A</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Preliminary APS 10.A Rating</b></p> <p>The teacher is a team player, shows leadership qualities, and works extremely well with others. He is positive and helpful. He is a role model to others.</p>	<p><b>Final Rating for APS 10.A</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><b>Rationale for Final APS 10.A Rating</b></p>

<p><b>APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.</b></p> <p>The teacher</p> <ul style="list-style-type: none"> <li>▪ is an active contributor to school initiatives; and</li> <li>▪ supports school-related organizations and activities.</li> </ul>	
<p><b>Preliminary Rating for APS 10.B</b></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>	<p><b>Final Rating for APS 10.B</b></p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

## SAFE-T Summary (ET3)

<b>Domain 4: Professionalism</b>		<b>APS 10: Fulfilling Professional Responsibilities</b>	
<b>Rationale for Preliminary APS 10.B Rating</b> The teacher attends all grade-level, content-area, and school-wide meetings. He is punctual and positive. He continues to learn for the betterment of his students.		<b>Rationale for Final APS 10.B Rating</b>	
<b>APS 10.C The teacher is an effective communicator.</b> The teacher <ul style="list-style-type: none"> <li>▪ uses clear and correct oral and written language; and</li> <li>▪ communicates effectively and regularly with parents.</li> </ul>			
<b>Preliminary Rating for APS 10.C</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.C Rating</b> The teacher uses clear and correct communication in both oral and written form.		<b>Final Rating for APS 10.C</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.C Rating</b>	
<b>APS 10.D The teacher exhibits professional demeanor and behavior.</b> The teacher <ul style="list-style-type: none"> <li>▪ maintains all required professional credentials;</li> <li>▪ adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and</li> <li>▪ demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).</li> </ul>			
<b>Preliminary Rating for APS 10.D</b> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Preliminary APS 10.D Rating</b> The teacher is a professional. He is a team player, a learner himself, and is extremely dedicated to improving the academic achievement of his students.		<b>Final Rating for APS 10.D</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met  <b>Rationale for Final APS 10.D Rating</b>	
<b>APS 10.E The teacher is an active learner.</b> The teacher <ul style="list-style-type: none"> <li>▪ accurately identifies his or her own professional strengths and weaknesses;</li> <li>▪ sets appropriate professional development goals; and</li> <li>▪ regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.</li> </ul>			

## SAFE-T Summary (ET3)

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
<p><b>Preliminary Rating for APS 10.E</b></p> <p><input checked="" type="checkbox"/> <b>Met</b></p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Preliminary APS 10.E Rating</b></p> <p>Teacher has completed his IB PYP category 1 training, understanding RTI, NWEA data review, math workshops and vertical content discussions.</p>	<p><b>Final Rating for APS 10.E</b></p> <p><input type="checkbox"/> <b>Met</b> (Based on preliminary Professional Self-Assessment)</p> <p><input type="checkbox"/> <b>Met</b> (Based on new/revised Professional Self-Assessment)</p> <p><input type="checkbox"/> <b>Not Met</b></p> <p><b>Rationale for Final APS 10.E Rating</b></p>
<p><b>Professional Self-Assessment (PSA)</b></p> <p><b>Requirement for the Final Evaluation Period</b></p> <p><input checked="" type="checkbox"/> A new/revised PSA is <u>not</u> required.</p> <p><input type="checkbox"/> A new/revised PSA <u>is</u> required.</p> <p><b>Comments</b></p> <p>Teacher was able to articulate well his strengths and challenges as an educator.</p>	

Additional Comments and Areas for Improvement (Optional)	
Preliminary Evaluation Period	Final Evaluation Period
<p>Mr. Heiter has been a welcome addition to our Spanish Immersion Program embracing a new model concept as a 'stand-alone' teacher for both English and Spanish instruction.</p>	

# SLO Summative Conference Review Template

Teacher: Anthony Heiter Contract Level: Annual

School: Hilton Head Island Elementary Position/Grade: Classroom Teacher Grade 1

Select one \*

SLO Type: \*Individual SLO \*Team SLO

SLO Approach: \*Course \*Class \*Targeted \*Tiered

Teacher Progress	Preliminary Evaluation Cycle	Final Evaluation Cycle
Teacher learning through setting and monitoring SLOs		Teacher learned how to improve the use of writer's workshop materials including the planning involved to implement the Lucy Calkins system for more effective implementation.
Teacher professional practice growth through setting and monitoring SLOs		The process of team collaboration allowed for like-minded colleague input in how to best carry out the scoring and planning for future instruction, this provided a priceless opportunity to gain strength as an educator.
Teacher insight regarding student progress relevant to target learning goals  Supportive data:		<p>Educator found it refreshing to note that this kind of growth could be documented and that with proper direction, student writing can significantly improve and be a skill students desire to achieve.</p> <p>Students can reach a level of proficiency and actually see the joy involved in the process of writing.</p> <p>Finally, it was noted how students have tremendous ways of expressing themselves through writing generated by their own interests on self-selected ideas and topics.</p> <p>Based on informal assessments, teacher noted that students would have enjoyed the continuation of 45 minute writing block.</p>
SLO implementation successes:		Students looked forward to the opportunity to write and were
Contributors to success:		



# SLO Summative Conference Review Template

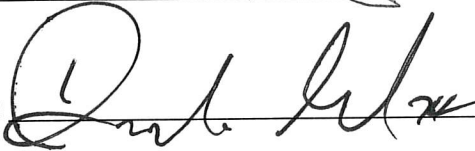
		<p>able to build stamina for longer periods of time.</p> <p>All students showed significant improvement in writing skills due to the writer's workshop method implemented at HHIES.</p>
<p>SLO implementation challenges:</p> <p>Identified obstacles:</p>		<p>The long period of time involved between the writing assignment/assessments made for a certain level of challenge and inconvenience.</p> <p>Putting the Rubicon planning system and the Writer's workshop on the same time lines for implementation can be slightly more difficult.</p> <p>Lengthy time required for writing, scoring, organizing team planning and for record keeping.</p>
<p>Observation comments, <i>if applicable</i> (i.e. Induction, Certification Renewal)  <i>*attach observation instrument</i></p>		
<p><b>SLO Final Rating</b></p>	<p>Exemplary _____</p> <p>Proficient _____</p> <p>Needs Improvement _____</p> <p>Unsatisfactory _____</p>	<p>Exemplary ___100%_____</p> <p>Proficient _____</p> <p>Needs Improvement _____</p> <p>Unsatisfactory _____</p>
<p><b>Teacher Reflection:</b> in lieu of rating due to lack of students*</p>		
<p><b>Approved for Renewal Credit</b></p>		<p>Yes: <u>  X  </u> No: _____</p>
<p>Goals for next year's Professional Growth &amp; Development Plan (PGDP)</p>		<p>Continue to develop a greater proficiency and speedier grading in a team effort.</p> <p>By becoming more familiar with the rubric, spend less time sorting and organizing data for collecting and presenting information.</p> <p>Spend more time working with team members in collaborative sessions in Writer's Workshop (Visit other classrooms to see how this can be carried out in other classroom settings).</p>
<p>Teacher Comments</p>		

# SLO Summative Conference Review Template

Administrator Comments		21 out of 21 students met or exceeded their target growth

\*Teacher may also submit a written **reflection**, if desired – to be attached to and submitted with this template.

Teacher signature:  Date: 3-22-16

Administrator signature:  Date: 3-22-16