

## Appraisal Instrument for JESSICA DARVISHI

Appraiser: JENNIFER A PRIGGE  
 Modified Date: 05/01/2016

Observation Date: 02/09/2016  
 Subject:  
 Time In: 8:30  
 Time Out: 9:15

Domain I: Active, Successful Student Participation in the Learning Process Domain I Total: 20-25 Exceeds Expectations, 12-19 Proficient, 4-11 Below Expectations, 0-3 Unsatisfactory	Rating	Evidence
Engaged in learning	Exceeds Expectations	All students consistently remained engaged in activities!
Successful in Learning	Proficient	Most of the time, you were able to check for understanding and the students were able to communicate what they learned.
Critical thinking/problem solving	Proficient	You gave students an opportunity to apply their understanding of new vocabulary, infer from text, and analyze information related to strategies!
Self-directed	Proficient	Most of the time the students were given a direction and able to follow. Ex: go get your reading folders. How could the students be held responsible to "self-direct" when coming to your table?
Connects learning	Exceeds Expectations	Almost all of the time you provided opportunities for the students to apply new vocabulary and strategies to their own experiences. For example: Perspective.... Schema....etc.
Strengths		
Areas to Address		
Domain II: Learner-Centered Instruction Domain II Total: 37-45 Exceeds Expectations, 23-36 Proficient, 7-22 Below Expectations, 0-6 Unsatisfactory	Rating	Evidence
Goals and Objectives	Exceeds Expectations	Almost all of the time, you clearly stated your goals/purpose for the lesson and referred back to them repeatedly.
Learner-centered	Exceeds Expectations	You differentiated based on the students needs, language, etc. AMAZING JOB!
Critical thinking/problem solving	Proficient	
Motivational strategies	Proficient	Most of the time you did not need to include extravagant motivational strategies. A simple "high-five" or "great thinking" was sufficient for these students.
Alignment	Exceeds Expectations	You did a phenomenal job aligning your instruction to the various grade levels during your small group instruction! I know this takes serious dedication and time! AMAZING.

Pacing/sequencing	Proficient	The students were very comfortable transitions from one group to the next. Two of the students needed a little assistance/reminders in getting their materials before coming to the table.
Value and importance	Proficient	
Appropriate questioning and inquiry	Proficient	Most of the time you allowed students to answer questions related to the instruction. How could you provide more opportunities to have THEM be more accountable for the lesson?
Use of Technology	Proficient	Technology/Smartboard was used with the support staff in the revision and editing rotation.

Strengths

Areas to Address

**Domain III: Evaluation and Feedback on Student Progress**  
**Domain III Total : 25-30 Exceeds Expectations, 15-24 Proficient, 5-14 Below Expectations, 0-4 Unsatisfactory**

Rating	Evidence
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Monitored and assessed	Proficient	You provided immediate feedback to the students as they answered questions. You retaught or reviewed as needed.
Assessment and instruction are aligned	Proficient	I love how you provided a "review" of Point of View prior to today's lesson. This allowed you to assess what they remembered and aligned it to today's lesson.
Appropriate assessment	Proficient	
Learning reinforced	Proficient	
Constructive feedback	Proficient	
Relearning and re-evaluation	Proficient	Most of the time, you were able to reteach if the students still struggled to understand. One of the students struggled to independently apply the text evidence strategy.

Strengths

Areas to Address

**Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials**  
**Domain IV Total : 34-40 Exceeds Expectations, 20-33 Proficient, 6-19 Below Expectations, 0-5 Unsatisfactory**

Rating	Evidence
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Discipline procedures	Proficient	
Self-discipline and self-directed learning	Proficient	

Equitable teacher-student interaction	Proficient	How could you provide more equitable turn taking for students?
Expectations for behavior	Proficient	
Redirects disruptive behavior	Proficient	Only once did you have to encourage a students to get back on task as his eyes began to wander.
Reinforces desired behavior	Proficient	
Equitable and varied characteristics	Proficient	You treat all students as though they have all the potential in the world!
Manages time and materials	Exceeds Expectations	You have done an amazing job pulling together your resources and materials, using them effectively, and creating structure for student success!
Strengths		
Areas to Address		

<b>Domain V(a): Professional Communication in the Classroom</b> <b>Domain V(a) Total : 13-15 Exceeds Expectations, 8-12 Proficient, 3-7 Below Expectations, 0-2 Unsatisfactory</b>	Rating	Evidence
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Written with students	Proficient	
Verbal/non-verbal with students	Exceeds Expectations	
Reluctant students	Proficient	
Strengths		
Areas to Address		

<b>Domain V(b): Professional Communication Outside the Classroom</b> <b>Domain V(b) Total : 13-15 Exceeds Expectations, 8-12 Proficient, 3-7 Below Expectations, 0-2 Unsatisfactory</b>	Rating	Evidence
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Written with parents, staff, community members, and other professionals	Exceeds Expectations	Jessica has phenomenal communication with parents to meet student needs.
Verbal/non-verbal with parents, staff, community members, and other professionals	Proficient	
Supportive, courteous	Proficient	
Strengths		
Areas to Address		

<b>Domain VI: Professional Development</b> <b>Domain VI Total : 16-20 Exceeds Expectations, 9-15 Proficient, 3-8 Below Expectations, 0-2 Unsatisfactory</b>	Rating	Evidence
Campus/district goals  Student Needs  Prior performance appraisal  Improvement of student performance  Strengths  Areas to Address	Exceeds Expectations  Exceeds Expectations  Proficient  Proficient	Jessica has worked diligently with support staff to ensure her instruction aligns with grade level expectations for 3rd, 4th and 5th grade.  Given her class of ELA (3rd-5th) and 60/40, Jessica goes above and beyond to provide accommodations and modifications for student success.
<b>Domain VII: Compliance with Policies, Operating Procedures, and Requirements</b> <b>Domain VII Total : 13-15 Exceeds Expectations, 9-12 Proficient, 3-8 Below Expectations, 0-2 Unsatisfactory</b>	Rating	Evidence
Policies, procedures, and legal requirements  Verbal/written directives  Environment  Strengths  Areas to Address	Below Expectations  Proficient  Exceeds Expectations	Some of the time, Jessica puts in required requests for leave.  After Jessica was written up for a late arrive to a staff meeting, she has complied with directives.
<b>Domain VIII: Improvement of Academic Performance Of All Students on The Campus</b> <b>Domain VIII Total : 37-45 Exceeds Expectations, 23-36 Proficient, 7-22 Below Expectations, 0-6 Unsatisfactory</b>	Rating	Evidence
Aligns instruction  Analyzes data  Appropriate sequence  Appropriate materials	Proficient  Proficient  Select One  Proficient	

Monitors student performance	Proficient
Monitors attendance	Proficient
Students in at-risk situations	Proficient
Appropriate plans for intervention	Proficient
Modifies and adapts	Exceeds Expectations

Strengths

Areas to Address