



East Lansing Public Schools

## Professional Evaluation Summary Cover Sheet (Elementary)

NAME: Robert Cawson

DATE: June 7, 2018

EVALUATOR: Lorraine M. Ware

DANIELSON RUBRIC	STUDENT GROWTH				OVERALL RATING
					Danielson + Student Growth
<b>Domain 1</b> <span style="float: right;">3.17</span>	Calculating Teacher Rating on Student Growth Measure				<b>Highly Effective</b> (3.34-4.0)  <b>Effective</b> (2.67-3.33)  <b>Minimally Effective</b> (2.00-2.66)  <b>Unsatisfactory</b> (1.0 – 1.99)
Planning and Preparation	Average of Students Meeting Growth Target				
<b>Domain 2</b> <span style="float: right;">3.20</span>	1	2	3	4	
Classroom Environment	40 - below	41-60	61-80	81-100	
<b>Domain 3</b> <span style="float: right;">3.20</span>					
Instruction					
<b>Domain 4</b> <span style="float: right;">3.67</span>					
Professional Responsibilities					
<b>DANIELSON SCORE</b> <span style="float: right;">3.31</span>					
<b>DANIELSON RATING (75%)</b>	<b>Reading</b>	<b>RR</b>	<b>Avg</b>	<b>Student Growth (25%)</b>	<b>OVERALL SCORE</b>
2.48	4	4	4	1.00	<b>3.48</b>

**Significant Relevant Accomplishments and Contributions:**  
 Initiated and led an after-school STAR club - series of weekly classes, taught by staff members. Hosted Glencairn's first talent show event. Taught Extended Learning Time 2x a week 2nd semester. Lead a pizza fundraiser for school. Was an active member of our school's PBIS team.

**Relevant Special Training:**  
 CPI - recertification training. Attended Literacy Leadership Conferences, sharing information with staff.

**New Goals for Upcoming School Year:**  
 \* See attached

Current Goals Completed (see attached):	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Attendance	<input checked="" type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Unsatisfactory
Discipline Record	<input checked="" type="checkbox"/>	Satisfactory	<input type="checkbox"/>	Unsatisfactory

Principal Signature: *Lorraine M. Ware* Date: June 7, 2018

Teacher Signature: *Robert Cawson* Date: June 7, 2018

A professional's signature does not necessarily reflect agreement. A professional may attach additional comments or explanations should he/she desire.

**East Lansing Public Schools  
Individual Development/Growth Plan**

Teacher Name Robert Lawson

Teacher Name

Date 6-7-18

Date

Administrator Name Kerraine Malone

Administrator Name

Date 6-7-18

Date

Probationary \_\_\_\_\_ Year (circle one) 1 2 3 4 (5) Tenure teacher

Attached is an Individual Development/Growth Plan that was developed in consultation with the teacher as a prescription of professional growth and student growth measurement.

Teacher Signature Robert Lawson

Teacher Signature

Date June 7, 2018

Date

Administrator Signature Kerraine Malone

Administrator Signature

Date June 7, 2018

Date

**Individual Development/Growth Plan:  
Goal Setting & Student Growth Measurement**

Teacher Name: Robert Cawson Date: 1/19/17

**Goal #1 (Individual Goal Connected to School Improvement Goal)**

**A. Define and explain the purpose of Goal #1:**

- As relating to School Improvement Goal #1:
  - o All Glencain students will demonstrate safe and culturally responsive behaviors, to ensure a safe and positive learning environment for all

**Domain 2: The Classroom Environment**

**Component 2c: Managing Classroom Procedures**

**Goal:** At the minimum, I will achieve an Effective Rating in Component 2c: Managing Classroom Procedures by conducting my classroom so that:

- There is little loss of instructional time due to my effective classroom routines and procedures.
- Transitions are run quickly and efficiently to maximize student learning time
- Management of my instructional groups and the handling of materials will be consistently successful, efficient and with minimal guidance and prompting
- Students will follow established classroom routines, procedures and rules to ensure a culture of learning where all students feel safe and welcome

**Demonstration:** To prove that I've achieved this goal, the evaluator will observe these critical components:

- The students are productively engaged and enthused during small-group work.
- Transitions between large- and small-group activities are for the most part smooth and efficient.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

**B. Teacher responsibilities: (List the expectations, strategies, and activities that will assist toward achieving the goal. Include timelines where applicable.)**

**Coaching:**

- Discussions with fellow teachers on a daily basis within the building before, after and during school hours.
- Discussions with administration on a weekly basis inside and outside of the building, before, after and during schools hours.
- Mentor Teacher Meetings

**Professional Development:**

- Out of district PD

**Instructional Support:**

- Professional reading on a weekly basis via print and online resources.
- Classes and peer support through UM-Flint's MPA Program

**C. Administrator responsibilities (List the types of support and activities that can be expected from the administration.)**

- Permit classroom walkthroughs and observations
- Provide out of district PD opportunities
- Provide professional reads and subscriptions to enhance growth

**D. Evidence/artifact of goal success tied to student achievement: (Identify the key factors of goal attainment/ progress and student growth measurements)**

- Meet critical components for this goal according to Danielson Model
- Through observation, witness communication of expectations to students in a respectful, age-appropriate manner
- Through observation, witness students knowing what the expectations are for classroom procedures
- Through observation, witness students appearing to feel safe and comfortable in this highly structured format

**Individual Development/Growth Plan:  
Goal Setting & Student Growth Measurement**

Teacher Name: Robert Cawson      Date: 1/19/17

**Goal #2 (Individual Goal Connected to Evaluation Domain Category)**

**A. Define and explain the purpose of Goal #2:**

Domain 4: Professional Responsibilities  
Component 4c: Communicating with Families

**Goal:** At a minimum, I will achieve an Effective Rating in Component 4c: Communicating with Families by conducting my classroom so that:

“Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.”

**Demonstration:** To prove that I've achieved this goal, the evaluator will observe these critical components:

- Information about the instructional program is available on a regular basis.
  - o Smore, Bloomz, Twitter, open door policy
- The teacher sends information about student progress home on a regular basis.
  - o Aimsweb reports, Math Expressions assessments, spelling assessments, student portfolios, PowerTeacher Parent Portal
- Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.
  - o Book clubs, math centers, Khan Academy, FrontRow, Bloomz, Smore, Twitter, open door policy

**Highly Effective Rating:** In addition to the characteristics of “proficient,”

- On a regular basis, students develop materials to inform their families about the instructional program.
  - o Student portfolios
- Students maintain accurate records about their individual learning progress and frequently share this information with families.

- Student portfolios, open door policy

“Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.”

**B. Teacher responsibilities: (List the expectations, strategies, and activities that will assist toward achieving the goal. Include timelines where applicable.)**

Teacher’s Documentation of Implementation of Action Plan to achieve the demonstration of Goal #2:

**Coaching:**

- Collaborating with Glencairn mentor teacher and other teachers across the building (i.e. 10 hours with Lauren Schefke)
- Grade level communication and feedback through grade level meetings and email communication
- Obtaining principal feedback –through informal and formal conversation regarding educational topics

**Professional Development:**

- Implementation of recent professional development (i.e. ELA Leadership Meetings)
- Implementation of recent district provided professional development
- UM Flint – Classes in administrative practice
- Professional readings (I.E. ASCD, COLchat, Edmodo)
- Twitter – COLchat

**C. Administrator responsibilities (List the types of support and activities that can be expected from the administrator.)**

**Instructional Support:**

- District Grade Level Teacher PD
- Vertical and horizontal conversations in place of traditional staff meetings
- Shared planning time with grade level partners
- Professional conversations with principal

- Financial assistance in purchasing professional subscriptions such as ASCD or Daily 5/CAFÉ or hard copies of professional texts
- Professional Development opportunities outside of the district

**D. Evidence/artifact of goal success tied to student achievement: (Identify the key factors of goal attainment/ progress and student growth measurements)**

- Documented PD hours for in district and out of district PD
- Documented hours meeting with mentor teacher
- Principal positives and probes from informal walkthroughs and conversations
- Copies of Smore pages
- University transcripts
- Email communication
- Student portfolios
- Report card comments and addendums
- Parent teacher conference observations
- Parent surveys