

Teacher Name: Katelyn Samida

Observer: Robert Cawson

Grade, Subject and Lesson Topic: 3rd Grade, Reading, Daily 5/RtI

Date: 3/31/15

Time Started and Time Ended: 10:20-11:00

Dialogue (T – Teacher, S – Student)

T- If you unpack a word, I want you to circle it.

T – S and S are doing the right thing. (walking around checking student progress)

T- (Compliments student work) I like that.

S- (reading silently around the room)

T – If you are not done, put your name up on the board.

S- (Transitioning to seats to prepare for RtI)

T – If you need more time for your summaries, raise your hand. Go ahead and start your summary.

T – (Progress checking) I need group 6 to the back table. The rest of your, will either read to self or work on writing. RtI may go.

S- Which book should I read? (Asking another student and student chooses for him)

T – Find a nice spot, get comfortable. Either read to self or work on writing.

S- (Goes home sick, teacher checks in and lets her know what she will need to makeup and writes her name on the board – helps her organize her folder before she leaves).

T- S, are you reading to self?

T- (walking around checking for progress) You do not need to come up to me anymore because you've been too needy.

S- (sitting on window sill, on book shelves, under tables – very comfortable)

T – Make sure you have a good flow to your summaries.

T – Only about 4 more minutes in this round. You're doing good.

T- (Students behind projector screen – raises it up to see them)

S- (working on summaries if not finished)

T – 4 boy come see me. Oh, girls are back. Actually never mind, I am going to see group 6 now. Find something new to do. Switch.

T- As we switch, who did read to partner?

S – S raises hands

T – S what did your partner read about?

S – (quick recap of today's reading)

T – (Asks for further understanding)

S – We didn't get that far.

T- S please put that down so you can do your summary.

T – what did we talk about last time? Open up your notebooks. S, give us a recap.

S – They love playing outside in the snow. He wants mittens and for his grandma to make them for him. He is begging for them. He finally got them and then went outside to play.

T – Great. S is going to start when she gets there.

S – (Reading to the group)

T – Good. Attracted by the commotion. What does that mean S?

S – a lot going on.

T – Good, so commotion means there must be a fuss going on. Go ahead S, next one.

S – (Reading to group)
 T – What’s been happening? They didn’t let him in? Why? (Asking for understanding)
 S – (Discussion – guided)
 T – Go ahead S
 S – (Reading to group)
 T – Let’s talk about this. Drowsy. What does that mean?
 S – (Discussion – guided)
 T – (Compares to going home and getting in her own bed) Go ahead S
 S – (Reading to group)
 T – Good. Why is this a good verb? (Lumbered by instead of walk)
 S – It is a vivid verb.
 T – Good. (Explains how it helps us visualize)
 T – (Asking for inferences – digging deeper into the text) This is my text to world connection...
 (explains dog scenario – big dog vs little)
 S – Can I read the next one?
 T- Oh yeah! Go ahead.
 T- Knitting is holding fast, what does that mean?
 S – Knitting is strong
 T – K S go ahead
 S – Someone stole (something) (telling another student)
 S – (Reading quietly. One group is chatty. S says I’m moving! Found another spot in the room.
 S in corner still talking. Eventually two others move to different spots.
 T – You guys are doing good. We got about 2 minutes left. Do not ruin it for yourselves.
 T – (timer rings) Alright guys wrap it up. Find your seats.
 T – You guys did really good. Good job. Since you guys took so long (sarcasm) reading, now I
 am going to read some City of Ember!
 T- ...we already inferred he is disappointed. So let’s see. (Reads to whole class).
 S – (Some working on things during read aloud)
 T – Picture that and now picture Gaines Library. What’s same and what’s different? Let’s do a
 text to world. (Calls on S)
 T – Are you doing a compare and contrast?
 S – Gaines library was once a train station and this library was meant to be a library.
 T – (Comparing and contrasting stories library to a library they know – text to world)
 T- S last thing, compare or contrast?
 S- Contrast, our library they do not make the books. The people of Ember make the books.
 T – I love that. Good connections I like that.
 T – (Continues reading and asking questions)

Evidence

Domain 2

2a: Creating an Environment of Respect and Rapport

T – S and S are doing the right thing. (Walking around checking student progress)
 T- (Compliments student work) I like that.
 S- (Goes home sick, teacher checks in and lets her know what she will need to makeup and
 writes her name on the board – helps her organize her folder before she leaves).

T – Only about 4 more minutes in this round. You're doing well.

T – I love that. Good connections I like that.

Score = 3

2b: Establishing a Culture for Learning

T – S and S are doing the right thing. (Walking around checking student progress)

T- (Compliments student work) I like that.

S- (Reading silently around the room)

T – If you need more time for your summaries, raise your hand. Go ahead and start your summary.

T – (Progress checking) I need group 6 to the back table. The rest of your, will either read to self or work on writing. Rti may go.

S- Which book should I read? (Asking another student and student chooses for him)

T – Make sure you have a good flow to your summaries.

T- As we switch, who did read to partner?

S – S raises hands

T – S what did your partner read about?

S – (Quick recap of today's reading)

T – (Asks for further understanding)

T – good. Attracted by the commotion. What does that mean S?

S – a lot going on.

T – Good, so commotion means there must be a fuss going on. Go ahead S, next one.

S – (Reading to group)

T – Good. Why is this a good verb? (Lumbered by instead of walk)

S – It is a vivid verb.

T – Good. (Explains how it helps us visualize)

T – (Asking for inferences – digging deeper into the text) this is my text to world connection... (Explains dog scenario – big dog vs little)

S – Can I read the next one?

T- Oh yeah! Go ahead.

S – (Reading quietly. One group is chatty. S says I'm moving! Found another spot in the room.

S in corner still talking. Eventually two others move to different spots.

T – You guys are doing well. We got about 2 minutes left. Do not ruin it for yourselves.

Score = 3

2c: Managing Classroom Procedures

T – S and S are doing the right thing. (Walking around checking student progress)

T- (Compliments student work) I like that.

S- (Reading silently around the room)

T – If you are not done, put your name up on the board.

S- (Transitioning to seats to prepare for RtI)

T – If you need more time for your summaries, raise your hand. Go ahead and start your summary.

T – (Progress checking) I need group 6 to the back table. The rest of your, will either read to self or work on writing. RtI may go.

T – Find a nice spot, get comfortable. Either read to self or work on writing.

T- S, are you reading to self?

T- (Walking around checking for progress) you do not need to come up to me anymore because you've been too needy.

S- (Sitting on window sill, on book shelves, under tables – very comfortable)

T- As we switch, who did read to partner?

S – S raises hands

T – S what did your partner read about?

S – (Quick recap of today's reading)

T – (Asks for further understanding)

S – We didn't get that far.

T- S please put that down so you can do your summary.

Score = 3

2d: Managing Student Behavior

T – S and S are doing the right thing. (Walking around checking student progress)

T- (Compliments student work) I like that.

T- S, are you reading to self?

T- (Walking around checking for progress) you do not need to come up to me anymore because you've been too needy.

T- S please put that down so you can do your summary.

Score = 3

2e: Organizing Physical Space

S- (Reading silently around the room)

T – If you are not done, put your name up on the board.

S- (Transitioning to seats to prepare for RtI)

T – (Progress checking) I need group 6 to the back table. The rest of your, will either read to self or work on writing. RtI may go.

T – Find a nice spot, get comfortable. Either read to self or work on writing.

S- (Sitting on window sill, on book shelves, under tables – very comfortable)

T- (Students behind projector screen – raises it up to see them)

Score = 3

Domain 3

3a: Communicating with Students

T- If you unpack a word, I want you to circle it.

T – What did we talk about last time? Open up your notebooks. S, give us a recap.

S – They love playing outside in the snow. He wants mittens and for his grandma to make them for him. He is begging for them. He finally got them and then went outside to play.

T – Great. S is going to start when she gets there.

S – (Reading to the group)

T – (Asking for inferences – digging deeper into the text) this is my text to world connection...
(Explains dog scenario – big dog vs little)

T – You guys did really well. Good job. Since you guys took so long (sarcasm) reading, now I am going to read some City of Ember!

T- ...we already inferred he is disappointed. So let's see. (Reads to whole class).

T – Picture that and now picture Gaines Library. What's same and what's different? Let's do a text to world. (Calls on S)

T – Are you doing a compare and contrast?

S – Gaines library was once a train station and this library was meant to be a library.

T – (Comparing and contrasting stories library to a library they know – text to world)

Score = 3

3b: Questioning and Discussion Techniques

T – What did we talk about last time? Open up your notebooks. S, give us a recap.

T – Good. Attracted by the commotion. What does that mean S?

T – What's been happening? They didn't let him in? Why? (Asking for understanding)

T – Let's talk about this. Drowsy. What does that mean?

T – Good. Why is this a good verb? (Lumbered by instead of walk)

T – Good. (Explains how it helps us visualize)

T – (Asking for inferences – digging deeper into the text) this is my text to world connection...
(Explains dog scenario – big dog vs little)

T- Knitting is holding fast, what does that mean?

T – Picture that and now picture Gaines Library. What's same and what's different? Let's do a text to world. (Calls on S)

T – Are you doing a compare and contrast?

Score = 3

3c: Engaging Students in Learning

T – What did we talk about last time? Open up your notebooks. S, give us a recap.

S – They love playing outside in the snow. He wants mittens and for his grandma to make them for him. He is begging for them. He finally got them and then went outside to play.

T – Great. S is going to start when she gets there.

S – (Reading to the group)

T – Good. Attracted by the commotion. What does that mean S?

S – a lot going on.

T – Good, so commotion means there must be a fuss going on. Go ahead S, next one.

S – (Reading to group)

T – What's been happening? They didn't let him in? Why? (Asking for understanding)

S – (Discussion – guided)

T – Go ahead S

S – (Reading to group)

T – Let's talk about this. Drowsy. What does that mean?

S – (Discussion – guided)

T – (Compares to going home and getting in her own bed) Go ahead S
S – (Reading to group)
T – Good. Why is this a good verb? (Lumbered by instead of walk)
S – It is a vivid verb.
T – Good. (Explains how it helps us visualize)
T – (Asking for inferences – digging deeper into the text) this is my text to world connection...
(Explains dog scenario – big dog vs little)
S – Can I read the next one?
T- Oh yeah! Go ahead.
T- Knitting is holding fast, what does that mean?
S – Knitting is strong
T – K S go ahead
T – You guys did really well. Good job. Since you guys took so long (sarcasm) reading, now I am going to read some City of Ember!
T- ... we already inferred he is disappointed. So let's see. (Reads to whole class).
S – (Some working on things during read aloud)
T – Picture that and now picture Gaines Library. What's same and what's different? Let's do a text to world. (Calls on S)
T – Are you doing a compare and contrast?
S – Gaines library was once a train station and this library was meant to be a library.
T – (Comparing and contrasting stories library to a library they know – text to world)
T- S last thing, compare or contrast?
S- Contrast, our library they do not make the books. The people of Ember make the books.
T – I love that. Good connections I like that.
T – (Continues reading and asking questions)

Score = 3

3d: Using Assessment in Instruction

T – S and S are doing the right thing. (Walking around checking student progress)
T- (Compliments student work) I like that.

Score = 3

3e: Demonstrating Flexibility and Responsiveness

T – Picture that and now picture Gaines Library. What's same and what's different? Let's do a text to world. (Calls on S)
T – Are you doing a compare and contrast?
S – Gaines library was once a train station and this library was meant to be a library.
T – (Comparing and contrasting stories library to a library they know – text to world)
T- S last thing, compare or contrast?
S- Contrast, our library they do not make the books. The people of Ember make the books.
T – I love that. Good connections I like that.
S – (Reading to the group)
T – Good. Attracted by the commotion. What does that mean S?
S – a lot going on.

T – Good, so commotion means there must be a fuss going on. Go ahead S, next one.
 T – (Progress checking) I need group 6 to the back table. The rest of your, will either read to self or work on writing. RtI may go.

Score = 3

IDP

District Name	School Name	Date
Swartz Creek Schools	Gaines Elementary	3/31/16
Teacher Name	Grade Level	Rating and Date of Most Recent Evaluation
Katelyn Samida	3	N/A
Supervisor Name	Principal Name (if different)	Plan Begin/End Dates
Robert Cawson	Lauren Hunter	September 2015-June 2016

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Evidence
1	Instruction and formative feedback in reading	-Students provide only basic answers to open ended questions without supporting textual evidence. -Students need more teacher-directed skill-building in reading. I.E. Modeling how to discuss and respond to open ended questions within reading. -Classroom observation on 3/31/16 -Review and discussion on 4/1/16 of lesson plans and artifacts provided by Katelyn Samida
2	Integrating technology into instruction	-During classroom observation, students spent little time engaged in 21 st century technology during reading -Teacher used technology more than students in a teacher-centered approach rather than a student-centered approach to enhance student learning (I.E. Microphone – singing) -Classroom observations on 3/31/16 -Review on 4/1/16

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities	Completion Date
1	Differentiate learning objectives and formative feedback in accordance with students' learning needs in reading.	Set a common professional learning goal with cross-discipline colleagues in the grade level, establish professional learning teams, and work together to improve instruction and feedback in reading and to ensure student learning objectives align with the Common Core State Standards.	-Use team learning protocols to work on this goal. -As a team, provide documentation to the administrator of progress made. -As an individual, submit to the administrator sample lesson plans and classroom artifacts to document progress.	Ongoing

2	-Increase student technology usage that aligns with students' learning objectives in reading. -Develop abilities to teach students how to access and use 21 st century learning tools that meet the learning objectives in reading.	-Attend an announced teacher-led district workshop on the integration of technology into instruction and management of learning activities using current technologies. -Revise lesson plans to provide instruction on access and use of 21 st century technology for reading.	Invite learning team colleagues to provide feedback and continue to refine lesson plans throughout school year.	Ongoing
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III. District and School Development Plan Support

District/School Administrator Support Activities

Your principal will ensure you have the necessary opportunities and resources to implement this IDP. At a minimum, your administrator will meet with you throughout the school year to discuss your progress through the classroom observation and post-observation conference process. You are encouraged to discuss your progress with your administrator at other times as needed throughout the year.

Observation Date: 3-31-16

Teacher Name (Print): _____

Teacher Signature: _____

Date: _____

Administrator Name (Print): _____

Administrator Signature: _____

Date: _____

Katelyn Samida Interview: 4-1-16

Why should we evaluate teachers? Should we?

Response: If we're observing and reflecting on the process of teaching, there are always changes that can be made. Strategies can always be adopted or new skills can be learned. The big one, attitudes can always be adjusted. I feel teachers become cemented into their ways and think their years of service and what has worked will make them successful when in reality, everything is always changing. It seems we have shifted from improving the actual teaching to instead blaming or idolizing teachers themselves.

When should we evaluate teaching?

Response: All the time, whether teachers are struggling or three-decade veterans who claim perfection. The practice should be evaluated frequently--every day, by colleagues and students, as well as the teacher their self. The point of evaluation should be to perfect what is working well and what is not working well. I think beginning teachers need continuous feedback and structured conversations with more experienced teachers. However, I think long time teachers used to get the easy side and never felt the pressure to do their job well without the pressure of constant evaluation. I think even they should be evaluated constantly. I also think one or two formal evaluations is nowhere near enough! You cannot expect to understand what is going on in my room if you only formally come twice a year.

Who should evaluate teaching?

Response: Examining oneself without the desire to acknowledge fault or need for improvement will get you or your students nowhere. So, I think evaluating ourselves is out of the questions. The principal should have a better understanding of the school context than any neutral party, so a third neutral party also wouldn't make much sense as they may have zero understanding of that specific learning community. With all of that being said, the principal should be the one doing the evaluations, but in some cases, I could see a time where the highly effective teachers who become mentors become responsible for evaluating teachers. This could take some of the workload off

of the principal's plate. Plus, your colleagues are in the classroom and may have an even better understanding of your learning community than your principal.

What do you like about the evaluation process? What do you not like?

Response: I like the pre and post observation process. It is nice that I am asked what I want my principal to look for as it allows me to be reflective and identify what I may need help with. This also helps the principal focus on a thing or two rather than observe things that have less meaning to me and my wanting to grow professionally. I also like how everything is documented during the observation and those observations are then used as evidence of my effectiveness. It is nice knowing that my evaluation is not based off of a feeling but rather factual evidence. It is also nice that the observations take a "fly on the wall" approach and you hardly know the principal is there. It allows the process to be more comfortable.

I dislike the unannounced timing when it comes to the observations. We never truly know when the principal is coming which does not allow me to make sure there is something truly meaningful for her to see. It would be a shame if she came in and we were in the middle of snack, or we were doing trivia review for a test. It would be nice if she could email us a window and then have us at least pick a subject so that way we still do not know when she is coming but that we have solid plans of learning for the next couple of weeks in a subject we know she will eventually come to observe.

What changes do you think should be made?

Response: As I said, It would be nice if she could email us a window and then have us at least pick a subject so that way we still do not know when she is coming but that we have solid plans of learning for the next couple of weeks in a subject we know she will eventually come to observe.

How often should we be observed?

Response: More than we are. I think first year teachers should be observed the most and it should be dialed down as you go up in years and proven effectiveness. However, I do not feel we do enough now. Two formal observations is not enough to truly

understand what is going on in my classroom. If I am not effective in September, how am I going to know if I am making any improvements if I do not see or hear from you again on a formal basis until the spring? As I mentioned before, maybe highly effective teachers should have some responsibilities of being mentors, evaluators or observers for newer, non-tenured teachers.

Should data be included in the evaluation? How much?

Response: Yes, how else would get the necessary evidence of student learning? However, I wish it didn't have to be in some ways. The assessments many places seem to use have a lot of flaws. There should be some kind of assessment that shows life skills, or takes into account the nonacademic growth as human being. An assessment that takes in the whole child. I dislike the Star Assessment tool as it does not know our children. I really dislike it because it makes it incredibly hard with the kids who are so high and above grade level and yet we are expected to make them grow a certain amount. If I teach third grade and I have a student at a 7th grade reading level, I should not be expected to get them to a high school reading level. At least not to the point where my job could depend on it.

Is the evaluation process clearly communicated? Do you think it can be subjective?

Response: This year, I am just trying to survive as a first year teacher. I have hardly thought about my evaluation. However, it would be nice to be reminded of it and what is expected of me. I have not heard anything about it in a long time. At the same time, I do not feel like there is any "gotchas" in it. However, I still do not feel I know the expectations of the entire process being so new to teaching and the district.

Does tenure matter anymore? What are your thoughts on tenure?

Response: I do not think it really does. I think tenure used to protect teachers who should not have been protected. At the same time, those teachers who abused the protections of tenure, ruined it for those who were highly effective teachers. I do not think anything should protect a teacher, even if they taught 20 years, if they truly prove

to be ineffective year after year. If I work at Tim Horton's for 20 years, suddenly forget how to serve food, cook the food, and consistently become worse, I am going to be out of work. Why should teaching be any different?

Did you know that if you are ineffective in years 3, 4 or 5, that you will never be granted tenure in the district you work in? Is this fair?

Response: I think there needs to be some gray area. What if you have a great first 3 years, but then in year 4 your mother passes away, you get a divorce, and lose your home. I could understand being marked ineffective that year as life does happen and those things need to be taken into account. At the same time, if this becomes a consistent pattern where you continuously prove to be ineffective even after multiple attempts by your principal to improve your practice, then teaching may not be the field for you.