# 柒、附錄

# 附錄一、FPMS 課堂觀摩記錄表

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# Florida Atlantic University College of Education



# Practicum Experience: FEAP Mid-Term/Final Evaluation

#### DIRECTIONS:

This evaluation form is used at the mid-point and at the end of the semester for practicum students in Effective Teaching Practice I and II, or Secondary School Effective Instruction to evaluate their performance using indicators from the Preprofessional Competencies of the Florida Educator Accomplished Practices. The ratings should be determined comparing the practicum student's performance against the criteria provided in the rating scale. The Clinical Educator should meet with the practicum student to discuss the assessment, noting areas of strength and areas that need improvement. Signatures indicate receipt of the evaluation.

#### MID-TERM:

The mid-term evaluation should be used for feedback purposes to let the practicum student know how they are doing on effectively demonstrating the preprofessional indicators listed on the evaluation.

The practicum student may not have had an opportunity to demonstrate his/her proficiency on one or more of the indicators at mid-term. In such an instance, a rating of "NA" may be assigned to that indicator instead of 3, 2, or 1.

The Clinical Educator should conference with the practicum student to discuss the ratings and note areas of strength and areas that need improvement on the mid-term evaluation. A final overall grade should not be awarded at this time.

#### FINAL:

The Clinical Educator should conference with the practicum student to discuss the ratings and note areas of strength and areas that need improvement on the final evaluation. A final overall grade should be awarded at this time.

Ratings of "NA" are <u>not</u> permitted on the final evaluation. The Clinical Educator must use a 3, 2, or 1 on <u>each indicator</u> to evaluate the Preprofessional Competencies of the Florida Educator Accomplished Practices.

09013



# Florida Atlantic University

# College of Education

# Practicum Experience: FEAP Mid-Term/Final Evaluation

Check one:	Effective Teaching Pra	ctices I (EDG 3323)	Mid-Term Final
		ctices II (EDG 3324)	
	Secondary School Effe	ective Instruction (ESE 3940)	
			Term/Year
Placement Cour			Clinical Educator
Grade/Subject_		CRN #	Instructor

Each section on this evaluation form correlates directly to a Preprofessional Competencies of the Florida Educator Accomplished Practices (FEAP) and one or more domains from the Florida Performance Measurement System (FPMS). Please use the rating scale guidelines to rate the practicum student's competency on each indicator and then assign an overall grade for demonstration of the Preprofessional Competencies of the Florida Educator Accomplished Practices. FAU-EAP Competency Assessments (CA) are reported for EDG 3324 (CA 2.1 and 6.1) and ESE 3940 (CA 2.1, 6.1, 6.2, 12.1 and 12.2).

# RATING SCALE:

- 3 Exceeds Expectations = Performance demonstrates an exemplary ability to create, implement and perform at an outstanding level. (Excellence in application/demonstration; Consistently demonstrates ability; Highly effective/positive impact on all students/situations)
- 2 Meets Expectations = Performance demonstrates a clear conceptual understanding of components with consistent and effective implementation. (Consistent demonstration with only occasional lapses; High quality in application/ demonstration; Obvious positive impact on majority of students/situations)
- 1 Does Not Meet Expectations = Performance demonstrates a need for conceptual understanding and fundamental practices. (Inconsistent demonstration or cannot demonstrate practice at all; Poor quality in application that has little or no positive impact on students/situations)
- NA The rater has been unable to observe or review documentation that shows evidence of this behavior (MID-TERM EVALUATION ONLY).

ASSESSMENT	COMMUNICATION	CONTINUOUS IMPROVEMENT	CRITICAL AND CREATIVE THINKING
Employs traditional and alternative assessment strategies.	Encourages students in a positive and supportive manner. CA 2.1	Uses data and reflects on data to improve professional practice.	Identifies <b>and</b> uses strategies, materials, and technologies to
Modifies instruction based on assessed student performance.	Communicates high expectations to all students.  Demonstrates the ability to communicate effectively verbally and in writing.	Accepts constructive criticism.	expand students' critical thinking abilities.  Demonstrates and models the use of higher-order thinking skills.

Fosters a learning environment in which all students are treated equitably.  Provides a range of activities which accommodate students' learning styles, and cultural and linguistic diversity.	ETHICS & PROFESSIONALISM  Maintains honesty in all professional dealings.  Adheres to the Florida Code of Ethics. CA 6.2  Meets expectations for attendance, punctuality, and appearance. CA 6.1	HUMAN DEVELOPMENT & LEARNING  Selects developmentally appropriate materials for instruction and remediation.  Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.	KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER  Communicates knowledge of subject matter in a manner that enables all students to learn regardless of linguistic background.  Demonstrates subject matter knowledge.
LEARNING ENVIRONMENT  Establishes smooth and efficient routines by providing clear directions for instructional activities and transitions.  Applies established rules and standards for behavior consistently and equitably.  Monitors learning activities by providing feedback and reinforcement to students.  Uses time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.	PLANNING  — Plans and effectively conducts lessons with identified student performance and learning outcomes based on standards required for Florida's public school children.  — Plans activities that engage students and employs strategies to re-engage students who are off task.  — Plans lessons that help students develop concepts through a variety of methods.	ROLE OF THE TEACHER  Adopts the role of student advocate and is familiar with state and federal laws and court-ordered Consent Decrees.  Develops short and long term professional goals relating to continuous professional development and student achievement.	TECHNOLOGY  Uses instructional and other electronic tools to gather information. CA 12.1  Uses technology in professional role. CA 12.2
rea(s) of Strength: rea(s) of Development Nee	UATION ONLY): Check the app	propriate grade listed below. To	tal number of points determine
rea(s) of Development Nee rade (FOR THE FINAL EVAL e practicum experience grad	UATION ONLY): Check the app e; total possible points: 87	propriate grade listed below. To	
rea(s) of Development Nee	UATION ONLY): Check the app e; total possible points: 87	propriate grade listed below. To	tal number of points determines
rea(s) of Development Nee rade (FOR THE FINAL EVAL re practicum experience grad Exceeds Expectation	UATION ONLY): Check the app e; total possible points: 87 ns Meets Exped	propriate grade listed below. <i>To</i>	
rea(s) of Development Nee rade (FOR THE FINAL EVAL e practicum experience grad Exceeds Expectation	UATION ONLY): Check the app e; total possible points: 87 ns Meets Exped	cropriate grade listed below. <i>To</i> ctations Does No.  - (70-66)	t Meet Expectations
rea(s) of Development Nee  rade (FOR THE FINAL EVAL representation experience grade Exceeds Expectation A (87-84) A- (83-80) B+ (79-76)	UATION ONLY): Check the app e; total possible points: 87 ns Meets Expec	cropriate grade listed below. <i>To</i> ctations	t Meet Expectations  D+ (51-46) D (45-4  F (33-29)
rea(s) of Development Nee  rade (FOR THE FINAL EVAL e practicum experience grad Exceeds Expectation A (87-84) A- (83-80) B+ (79-76)	UATION ONLY): Check the apper e; total possible points: 87  INS Meets Expect  INDICATE BY THE BROWN AND THE BROWN	cropriate grade listed below. <i>To</i> ctations  Does No.  (70-66)  C (57-52)  C (61-58)  Date:	t Meet Expectations  D+ (51-46) D (45-4

# FLORIDA ATLANTIC UNIVERSITY

# Developing Teacher Evaluation Form Mid-Term and Final Assessment

# **DIRECTIONS:**

This form is used at the mid-point and at the end of the student teaching semester to evaluate the performance of the developing teacher. The ratings should be determined **collaboratively** by the University Supervisor and the Clinical Educator and be based upon a comparison of the developing teacher's performance against the rubric and elaborating guidelines that accompany the form. Once the developing teacher's support team completes the evaluation, it is shared in a meeting with the developing teacher. All members of the team sign and date the form. Signatures indicate receipt of the evaluation.

#### Mid-Term:

Developing teachers may not have had an opportunity to demonstrate their proficiency on one or more of the indicators for the Educator Accomplished Practices. In such an instance, a rating of "NA" may be assigned to that indicator. The "NA" rating should be used sparingly and judiciously.

If a developing teacher earns a rating of "1", a Professional Development Plan must immediately be initiated and the Director/Coordinator of Student Teaching notified.

# Final:

Ratings of "NA" are not permitted on the final evaluation. Developing teachers must earn a rating of "2" or "3" on <u>each</u> indicator for the Educator Accomplished Practices. Any rating of "1" will result in the developing teacher receiving a grade of "Unsatisfactory" in student teaching.

# Florida Atlantic University Developing Teacher Evaluation Form

Mid-term	
Final	-

ounty	School	Teache	r
ccomplished Practices (E PMS). Use the rating sca	AP) and one or more don le guidelines on the right sid	nains from the Florida Perfo de of this form to rate the de	Level of a Florida Educator formance Measurement System eveloping teacher's competent ssional Educator Accomplish
ASSESSMENT  Employs traditional and alternative assessment strategies.  Modifies instruction based on assessed student performance.  Provides opportunities for students to assess their own work and progress.  Maintains accurate records to monitor student progress.  Interprets data from various informal and standardized assessment procedures.	COMMUNICATION  Varies both verbal and nonverbal communication according to the needs of individuals.  Encourages students in a positive and supportive manner.  Communicates high expectations to all students.  Uses appropriate communication techniques with the entire school community and all families including those whose home language is not English.  Demonstrates the ability to effectively communicate verbally and in writing.	CONTINUOUS IMPROVEMENT  Uses data and reflects on data to improve professional practice.  Participates in training and other professional development to increase her/his own professional growth.  Accepts constructive criticism.	CRITICAL AND CREATIVE THINKING  Provides opportunities for all students to learn higher-order thinking skills.  Identifies and uses strategies, materials, and technologies to expand students' critical thinking abilities.  Demonstrates and models the use of higher-order thinking skills.  Modifies and adapts lessons with attention to learners' creative thinking abilities.
Posters a learning environment in which all students are treated equitably.  Provides a range of activities which accommodate students' learning styles, and cultural and linguistic diversity.  Provides learning situations which encourage students to practice skills and gain knowledge needed in a diverse society.	ETHICS & PROFESSIONALISM  Makes a reasonable effort to protect students from conditions harmful to learning and mental and/or physical health and safety.  Maintains honesty in all professional dealings.  Adheres to the Florida Code of Ethics.  Meets expectations for attendance, punctuality, and appearance.	HUMAN DEVELOPMENT & LEARNING  Selects developmentally appropriate materials for instruction and remediation.  Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.  Shows knowledge and awareness of learning theories, subject matter, curriculum development, student development and first and second language acquisition processes.	KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER  Links the subject to standards, other disciplines and applications in daily living.  Communicates knowledge of subject matter in a manner that enables all students to learn regardless of linguistic background.  Uses the materials and technologies of the subject field in developing learning activities for all students.  Demonstrates subject matter knowledge.

	PLANNING	ROLE OF THE TEACHER	TECHNOLOGY
Establishes smooth and efficient routines by providing clear directions for instructional activities and transitions.  Applies established rules and standards for behavior consistently and equitably.  Monitors learning activities by providing feedback and reinforcement to students.  Uses time effectively, maintains instructional momentum, and makes	— Plans and effectively conducts lessons with identified student performance and learning outcomes based on standards required for Florida's public school children.  — Plans activities that engage students and employs strategies to re-engage students who are off task.  — Plans lessons that help students develop concepts through a variety of methods.	Adopts the role of student advocate and is familiar with state and federal laws and court-ordered Consent Decrees.  Communicates and cooperates with colleagues and families from all linguistic and cultural backgrounds to improve students' school performance.  Uses the community to provide students with a variety of experience.  Participates in school improvement efforts.	Uses instructional and other electronic tools to gather information.     Selects and uses educational software for instruction.     Teaches all students to use available computer and other forms of technology.     Uses technology in professional role.
effective use of time for administrative and organization activities.  Develops an environment conducive to learning.		Develops short and long term professional goals relating to continuous professional development and student achievement.	
- Exceeds Expectations = P	erformance demonstrates an ex	emplary ability to create, implem	nent and perform at an
outstanding level. (Rarely demonstrates ability; Hig - Meets Expectations = Per	/never needs guidance/support; hly effective/positive impact on formance demonstrates a clear	; Excellence in application/demo all students/situations) conceptual understanding of cor	nstration; Consistently  nponents with consistent and
outstanding level. (Rarely demonstrates ability; Hig - Meets Expectations = Per effective implementation.	/never needs guidance/support; hly effective/positive impact on formance demonstrates a clear (Occasional guidance needed;	; Excellence in application/demo all students/situations)	nstration; Consistently  nponents with consistent and only occasional lapses;
outstanding level. (Rarely demonstrates ability; Hig  - Meets Expectations = Per effective implementation. High quality in applicatio  - Does Not Meet Expectat implementation is interm understanding and funda occasional, but inconsiste application/demonstratio	Industrial practices. (Either needs guidance/support; hly effective/positive impact on formance demonstrates a clear (Cocasional guidance needed; n/demonstration; Obvious positions = Either performance demonstration and/or not entirely successmental practices. (Either needs cent, demonstration or cannot designate in the contraction of the contrac	Excellence in application/demo all students/situations)  conceptual understanding of cor Consistent demonstration with ive impact on majority of student constrates either an apparent und sful or performance demonstrate consistent guidance or resists/igr monstrate practice at all; Either to Either impact not observable or	nstration; Consistently  nponents with consistent and only occasional lapses; ts/situations)  erstanding of concepts but a need for conceptual nores guidance; Either parely adequate quality in
outstanding level. (Rarely demonstrates ability; High emonstrates ability; High effective implementation High quality in application.   Does Not Meet Expectat implementation is intermunderstanding and fundation occasional, but inconsisted application/demonstrations tudents/situations or no	Indexer needs guidance/support; hly effective/positive impact on formance demonstrates a clear (Cocasional guidance needed; n/demonstration; Obvious positicions = Either performance demonstration and/or not entirely successmental practices. (Either needs of the demonstration or cannot demonstration or poor quality in application; positive impact on students/situ	Excellence in application/demo all students/situations)  conceptual understanding of cor Consistent demonstration with ive impact on majority of student constrates either an apparent und sful or performance demonstrate consistent guidance or resists/igr monstrate practice at all; Either to Either impact not observable or	nstration; Consistently  nponents with consistent and only occasional lapses;  ts/situations)  lerstanding of concepts but  a need for conceptual  nores guidance; Either  parely adequate quality in  only with a limited number of
outstanding level. (Rarely demonstrates ability; Hig  - Meets Expectations = Per effective implementation. High quality in applicatio  - Does Not Meet Expectat implementation is interm understanding and funda occasional, but inconsiste application/demonstratio students/situations or no  A -The rater has been unable the developing teacher receive	Indexer needs guidance/support; hly effective/positive impact on formance demonstrates a clear (Cocasional guidance needed; n/demonstration; Obvious positions = Either performance demonstration or cannot demonstration or students/situato observe or review documentates a rating of "1" for any indicator	Excellence in application/demo all students/situations)  conceptual understanding of cor Consistent demonstration with a vive impact on majority of student constrates either an apparent und sful or performance demonstrate consistent guidance or resists/igr monstrate practice at all; Either be Either impact not observable or lations)	nstration; Consistently  nponents with consistent and only occasional lapses; ts/situations)  terstanding of concepts but a need for conceptual nores guidance; Either parely adequate quality in only with a limited number of pehavior (mid-term only).  Itopment Plan (PDP) needs to be
outstanding level. (Rarely demonstrates ability; Hig   - Meets Expectations = Per effective implementation. High quality in application   - Does Not Meet Expectat implementation is interm understanding and funda occasional, but inconsiste application/demonstratio students/situations or no   A -The rater has been unable the developing teacher receivant to by the University Superviction of the statement of the developing teacher receivant the statement of the University Superviction of the statement of the statem	Indexer needs guidance/support; hly effective/positive impact on formance demonstrates a clear (Cocasional guidance needed; n/demonstration; Obvious positions = Either performance demonstration or cannot demonstration or students/situato observe or review documentates a rating of "1" for any indicator	Excellence in application/demo all students/situations)  conceptual understanding of cor. Consistent demonstration with a vive impact on majority of student constrates either an apparent und sful or performance demonstrate consistent guidance or resists/igmonstrate practice at all; Either be Either impact not observable or lations)  at on that shows evidence of this be at at mid-term, a Professional Deve at final, all indicators must be rate	nstration; Consistently  nponents with consistent and only occasional lapses; ts/situations)  terstanding of concepts but a need for conceptual nores guidance; Either parely adequate quality in only with a limited number of pehavior (mid-term only).  Itopment Plan (PDP) needs to be
outstanding level. (Rarely demonstrates ability; Hig demonstrates ability; Hig - Meets Expectations = Per effective implementation. High quality in applicatio Does Not Meet Expectat implementation is interm understanding and funda occasional, but inconsiste application/demonstratio students/situations or no A -The rater has been unable the developing teacher receivitien by the University Supervicatisfactory".	Indexer needs guidance/support; hly effective/positive impact on formance demonstrates a clear. (Occasional guidance needed; n/demonstration; Obvious positive impact on the student and/or not entirely success mental practices. (Either needs on or poor quality in application; positive impact on students/situ to observe or review documental as a rating of "1" for any indicator isor for that (those) indicator(s). Circle Overall Ratiner, please comment on the students.	Excellence in application/demo all students/situations)  conceptual understanding of cor. Consistent demonstration with a vive impact on majority of student constrates either an apparent und sful or performance demonstrate consistent guidance or resists/igmonstrate practice at all; Either be Either impact not observable or lations)  at on that shows evidence of this be at at mid-term, a Professional Deve at final, all indicators must be rate	nponents with consistent and only occasional lapses; ts/situations)  erstanding of concepts but as a need for conceptual nores guidance; Either parely adequate quality in only with a limited number of opehavior (mid-term only).  Ilopment Plan (PDP) needs to be different and grade obability of future success as

Original to OASS. Copies to Evaluation Team members.

Clinical Educator's Signature \_\_\_\_\_ Developing Teacher's Signature

These signatures confirm that this form was reviewed by the evaluator and the intern, but does not necessarily indicate the developing teacher's agreement with the evaluation.

Date

Protection and FLORIDA ATLANTIC UNIVERSITY

# Student Teaching - Lesson Plan and Observation Evaluation Form

1	Nam	e		Grade Level/Subject	Lesson #
ı	esso	on Co	ontent		
3 2 1	= Ex = Me = Do	ets Exes No	Circle what you observe for each indicator and provide an overall  Expectation = Demonstrates clear conceptual understanding or  Expectation = Demonstrates adequate conceptual understanding or  Meet Expectation = Demonstrates a need for conceptual un  intermittent and/or unsuccessful.  is a line, indicate a frequency count (VVV or ///). For indicators  omments with the student teacher.	of the components with consistent and g of the components with acceptable derstanding and fundamental practice	implementation. e. Implementation attempts are
3	2	1	WRITTEN LESSON PLAN Written lesson plan aligns standards, objectives, activities, ar Written lesson plan is comprehensive and appropriately writ		Comments
			CONTENT PRESENTATION		
3	2	1	Begins instruction promptly Establishes clear purpose or objective of lesson		
3	2	1	Begins lesson with attention getter/or review		
3	2	1	Materials are ready and available		
3	2	1	Uses visuals (overhead, handouts, pictures, etc.)		
3	2	î	Uses academic transition statements Communicates knowledge of subject matter		
3	2	1	Maintains academic focus		
3	2	1	Presents activities appropriate for all students		
3	2	1	Maintains high percentage of student involvement Uses review within and/or at the end of presentation		
3	2	1	QUESTIONING/FEEDBACK Utilizes appropriate questioning techniques		
3	2	i	Low Order High Order		
3	2	1	Calls on variety of students		
3	2	1	Values all students' responses		
3	2	1	Provides appropriate feedback to student response  General praiseSpecific praise		
3	2	1	Positively communicates high expectation for all students		
3	2	i	Appropriately varies volume and inflection		
3	2	1	Communicates an attitude of enthusiasm		
3	2	1	Uses clear, unscrambled discourse Exhibits positive body language related to content		
-	-				
-	2	1	PRACTICE ACTIVITIES/ASSESSMENT		
3	2	i	Provides guided practice Re-teaches when necessary		
3	2	1	Provides independent/differentiated practice to accommodate in	dividual needs	
3	2	1	Provides extension activities for students finishing early Utilizes appropriate assessment techniques and practices		
3	2		Otilizes appropriate assessment techniques and practices		
_	_		MANAGEMENT OF STUDENT CONDUCT		
3	2	1	Stops misconduct using non-verbal techniques Stops misconduct using verbal control statements		
3	2	1	Maintains instructional momentum		
3	2	1	Circulates around room and assists		
3	2	1	Applies established rules and standards for behavior consistently	and equitably	
٥١	/ERA	LL RA	TING: 3 2 1		
2 :	= Mee	ets Exp	Expectations – Ratings of "3" on at least half of the indicators rectations – Ratings of "2" on more than half of the indicators among all sections.  It Meet Expectations – Ratings of "1" on four or more indicators.	s in <u>each</u> section and no more than a	
OF	oserve	er's Sia	gnature	Date	
	30110	July	,		
Stu	ident	s Sign	nature	Date	
			Original to OASS, copies to developing teach	er, clinical educator, and university	y supervisor.

# 附錄三、EAP檔案評量實作範例 - Preprofessional Portfolio

# Preprofessional Portfolio Evaluation Form

Student's Name: Yanerys Vitier

Term/Year: Spring 2009

Course: EDG 3324: Effective Teaching Practices II Instructor: Lori Dassa

Directions: Identify all portfolio entries by listing the appropriate EAP indicator number and the entry title for each EAP demonstrated/documented.

Preprofessional Educator Accomplished Practices	Indicator Number		Preprofessional Portfolio Entry Title	Course
#1 Assessment	11	•	Assessment Cycle for Improving Instruction	EDG 3324
		•		Student Teaching
	2	•	Lesson 1-Language Arts	EDG 3323
#2 Communication		•		Student Teaching
#3 Continuous	1	•	Classroom Management Abstract	EDG 3323
Improvement		•		Student Teaching
#4 Critical Thinking	2	•	CriticalThinking Strategies and Material File	EDG 3324
		•		Student Teaching
		•		
#5 Diversity				Student Teaching
	6	•	Ethical Dilemma	EDG 3323
#6 Ethics		•		Student Teaching
	3	•	Classroom Profile	EDG 3323
#7 Human Development & Learning		•		Student Teaching
#8 Knowledge of	2:	•	Lesson 2 - Probability	EDG 3323
Subject Matter	1	•	Lesson 1- Animal Classification	EDG 3324
#9 Learning Environments	3	•	Classroom Management Plan Analysis	EDG 3323
		•	•	Student Teaching
#10 Planning	2	•	Teacher'sEdition Textbook Analysis	
		•		Student Teaching
#11 Role of the	8	•	Meeting Students' Needs	EDG 3324
Teacher		•	mering ottadonto 140003	Student Teaching
		-		Stadent readiling
	5	•	Lesson 3- Timelines	EDG 3323

CRITERIA	C	verall Ratin	g Scale
The Preprofessional Portfolio is neatly organized in a 3" notebook with plastic sleeves and 13 tabs correctly labeled. (My Profile section/the 12 EAPs)	(4) E	M	1-0 <sup>D</sup>
My Profile section contains all of the appropriate documentation/entries.	(H) E	M	D
Each portfolio entry contains a Portfolio Entry Form, the assignment, graded rubric and student work samples when applicable.	<u>#</u> _E	M	D
Each Portfolio Entry Form and assignment clearly represents the EAP indicator demonstrated/documented.	(H) E	M	D
The Preprofessional Portfolio Documentation and Evaluation Form lists the appropriate EAP indicator and entry titles for each EAP demonstrated/documented.	<u>(4)</u> E	M	D

Total Possible Points: 20/20	Total Score: (460)
Instructor's Signature:	Date:///08
Student's Signature: Yawy 8 17 4	Date// 08
0 0	(Revised 8-7-08)



# Florida Atlantic University College of Education Practicum Experience: FEAP Mid-Term/Final Evaluation

Check one:	Effective Teaching	Practices I (EDG 3323)		Mid-Term	Final
	Effective Teaching	Practices II (EDG 3324)			
	Secondary Schoo	Effective Instruction (ESE 3940)			
Student's Nan	ne Yanen	15 Vitier z#	Term/Ye	ear Fall	2008
Placement Co	ounty Palm	Bean School AD	HENCLYSON Clinical Educat	or GIM	Sands
Grade/Subjec	14th	CRN# 8400	2 Instruct	or J. Le	+i,
RATING SC  3 - Exceeds outstand impact o  2 - Meets Exand effect demonstrations or no positions.	d Practices (FEA ne rating scale g of or demonstration ency Assessment  ALE:  Expectations = Fing level. (Excelle n all students/situ expectations = Per tive implementat ration; Obvious p  t Meet Expectati . (Inconsistent de sitive impact on s	formance demonstrates a clear ion. (Consistent demonstration ositive impact on majority of st ons = Performance demonstrat emonstration or cannot demons tudents/situations)	from the Florida Performance student's competency on expetencies of the Florida Education (CA 2.1 and 6.1) and ESE 394 exemplary ability to create, import, Consistently demonstrates or conceptual understanding of with only occasional lapses; Hudents/situations)  tes a need for conceptual understanding of with an exemplary ability to create, import, Consistently demonstrates or conceptual understanding of with only occasional lapses; Hudents/situations)	ce Measureme each indicator a ator Accomplish 40 (CA 2.1, 6.1, 6.2 columnt and pe ability; Highly components w igh quality in a erstanding and ity in application	ent System (FPMS), and then assign an hed Practices. FAU- 2, 12.1 and 12.2).  erform at an effective/positive with consistent pplication/
Employ alternar strateg  Modifie based of	essment ive assessment ies. es instruction on assessed t performance.	COMMUNICATION  Encourages students in a positive and supportive manner. CA 2.1  Communicates high expectations to all students.  Demonstrates the ability to communicate effectively verbally and in writing.	CONTINUOUS IMPROVEMENT  Uses data and reflects on data to improve professional practice.  Accepts constructive criticism.	3 Identification strategies and telegraphic critical Demormodels	VE THINKING Ties and uses gies, materials, chnologies to d students' thinking abilities. Instrates and s the use of order thinking

Fosters a learning environment in which all students are treated equitably.  Provides a range of activities which accommodate students' learning styles, and cultural and linguistic diversity.	ETHICS & PROFESSIONALISM  Maintains honesty in all professional dealings.  Adheres to the Florida Code of Ethics. CA 6.2  Meets expectations for attendance, punctuality, and appearance. CA 6.1	HUMAN DEVELOPMENT & LEARNING  Selects developmentally appropriate materials for instruction and remediation.  Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural	KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER  Communicates knowledge of subject matter in a manner that enables all students to learn regardless of linguistic background.  Demonstrates subject matter knowledge.
EARNING ENVIRONMENT  Establishes smooth and efficient routines by providing clear directions for instructional activities and transitions.  Applies established rules and standards for behavior consistently and equitably.  Monitors learning activities by providing feedback and reinforcement to students.  Uses time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.	PLANNING Plans and effectively conducts lessons with identified student performance and learning outcomes based on standards required for Florida's public school children. Plans activities that engage students and employs strategies to re-engage students who are off task. Plans lessons that help students develop concepts through a variety of methods.	ROLE OF THE TEACHER  Adopts the role of student advocate and is familiar with state and federal laws and court-ordered Consent Decrees.  Develops short and long term professional goals relating to continuous professional development and student achievement.	TECHNOLOGY  Uses instructional and other electronic tools to gather information. CA 12.1  Uses technology in professional role. CA 12.2
pa(s) of Development New  And The Class  And The Class  And The Charles  A	eded: scoon experience ig and skonelle	maragement of of contrast	de opportunities
e practicum experience grad Exceeds Expectation	e; total possible points: 87		ot all number of points determines
A (87-84) A- (83-80)	☐ B (75-71) ☐ B	3- (70-66)	☐ D+ (51-46) ☐ D (45-4)
☐ B+ (79-76)	C+ (65-62)	C (61-58)	34)
udent's Signature:	SHD CLEU	Date:	-75-08
nical Educator's Signature:	Sens Sand	Date:/	1-25-08
ite/Yellow - FAU Instructor	Pink – FAU	J Student	Gold - Clinical Educator

EDG 3323 Effective Teaching Practices I: Lesson Plan/Presentation Evaluation Form
Name Yavens Vitler Grade Level/Subject 4th S.S. Lesson # 3
Lesson Content/Topic Time line 5 Date 11-8-08
Directions: Circle what you observe for each indicator using the criteria below. Then use the data collected to provide an overall rating at the bottom of this form.  3-Exceeds Expectation = Demonstrates clear conceptual understanding of the components with consistent and effective implementation.  2-Meets Expectation = Demonstrates adequate conceptual understanding of the components with acceptable implementation.  1-Does Not Meet Expectation = Demonstrates a need for conceptual understanding and fundamental practice. Implementation attempts are intermittent and/or unsuccessful.
Where there is a line, indicate a frequency count ( < < < or /// ). For Indicators not applicable to this particular lesson write an NA by the indicator. Review your ratings and comments with the student teacher.
WRITTEN LESSON PLAN Written lesson plan aligns standards, objectives, activities & assessment Written lesson plan is comprehensive and appropriately written  Written lesson plan is comprehensive and appropriately written
CONTENT PRESENTATION  Begins instruction promptly Beginning Time Establishes clear purpose or objective of lesson  Begins lesson with attention getter/or eview  Materials are ready and available  Uses visuals (overhead, handouts, pictures, etc.)  Uses academic transition statements  Communicates knowledge of subject matter  Maintains academic focus  Presents activities appropriate for all students  Maintains high percentage of student involvement  Uses review within and /or at the end of presentation  OUESTIONING /FEEDBACK  Utilizes appropriate questioning techniques  Calls on variety of students  Calls on variety of students
3 2 1 Provides appropriate feedback to student response General praise     Specific praise
COMMUNICATION SKILLS Positively communicates high expectations for all students Appropriately varies volume and inflection Communicates an attitude of enthusiasm Uses clear, unscrambled discourse Exhibits positive body language related to content
PRACTICE ACTIVITIES/ASSESSMENT Provides guided practice Re-teaches when necessary Provides independent/differentiated practice to accommodate individual needs Provides extension activities for students finishing early Color in What Finishes, Utilizes appropriate assessment techniques and practices
MANAGEMENT OF STUDENT CONDUCT Stops misconduct using non-verbal techniques [14] Stops misconduct using verbal control statements  Maintains instructional momentum Circulates around room and assists Applies established rules and standards for behavior consistently and equitably
OVERALL RATING: (3) 2 1 & Worderful leason!
3 = Exceeds Expectations - Ratings of "3" on at least half of the indicators and no more than 3 ratings of "1" overall. There should not be more than one rating of "1" per section.  2 = Meets Expectations - Ratings of "2 or 3" on the indicators and no more than 6 ratings of "1" overall. There should not be more than one rating of "1" per section.  1 = Does Not Meet Expectations - Ratings of "2 or 3" on the indicators and more than 6 ratings of "1" overall.
Observer's Signature dine Sands Date 11/28/08
Student's Signature 1200 Date 11 -18 - 08
(final revision 8-15-05)

#### PORTFOLIO ENTRY FORM

Name: Yanerys Vitier

Date: February 15, 2009

Course: Effective Teaching Practices 2

Educator Accomplished Practice: EAP 1 Assessment

Sample Key Indicator: #11 (Reviews assessment data and identifies students'

strengths and weaknesses).

Entry Title: Assessment Cycle for Improving Instruction

**Describe the entry:** The purpose of this assignment is to demonstrate my ability to use data drawn from a pretest to make curriculum decisions and plan effective lessons to meets the needs of all students prior to teaching three lessons.

Explain how this entry documents the EAP sample key indicator YOU have demonstrated. Provide 2-3 specific examples from this experience to support your explanation. I prepared a pretest that covered what I will teach to a kindergarten class. I have administered it and analyzed it to see what students know and what they don't know. By conducting this assessment I have identified individual students' needs. I am better aware of their strengths and weaknesses in the topic. I have gathered information in various ways to help me better provide instruction during my lessons. For example I know that students know what a bird is because they all got that question correct. I also know that I have to focus on what an amphibian is because in the pretest only a few students got that correct. By analyzing the data I am able to identify students' weaknesses and strengths which benefit them.

Explain how what you have demonstrated impacts current AND future students including the needs of diverse learners. Provide 2-3 specific examples from this experience to support your explanation.

During my teaching career I will always remember how important it s to conduct pretests because they provide me with valuable information that guides me in my planning towards instruction. By knowing that students are familiar with some things and not others I can focus on their weakness to help them. My future students including those of diverse learners will benefit from pretest because I can help them accomplish the desired goal by knowing their needs. During instruction I will also keep in mind the items that students know so I wouldn't waste too much time in that particular item. I will also have many visuals because all students benefit from visuals especially visual learners. Conducting a pretest prior to planning a lesson is vital to the success of the lesson because you will know exactly what to teach and how to teach it.

(New Preprofessional Portfolio Template 8-7-08)

- Hobe Sound Elementary School

# INSTRUCTIONAL PERSONNEL ASSESSMENT SYSTEM

Classroom Teachers

**Student Services** 

Consultants/Specialists/Teachers on Assignment

**Media Specialists** 

MARTIN COUNTY SCHOOL DISTRICT 2008 - 2009

An Equal Opportunity Agency

08/2008

# **Martin County School Board**

Dr. David L. Anderson
Laurie Gaylord
Sue Hershey
Nancy Kline
Lorie Shekailo

# Superintendent

Dr. Sara A. Wilcox

# **Human Resource Services and Staff Development**

Deana Hughes Newson, Director Gail Williams, Personnel Director

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# MARTIN COUNTY SCHOOL DISTRICT YEARLY REVIEW EVALUATION FORM CLASSROOM TEACHER

Name:		SSN:					
Subject/Grade:	Kindergarten	Status:	AC2				
Elementary:	In-Field	Secondary:	Periods In-Field: N/A Pe	eriods	Out-o	f-Field	: N/A
-	December 17, 2008	Academic Year:	2008 - 2009				
Location:	Hobe Sound Elementary School	Rating Scale:	3 = Distinguished				
Administrator:	Mrs. Joan Gibbons		2 = Proficient				
			1 = Needs Improvement				
			0 = Unsatisfactory				
DART I: INSTRI	ICTIONAL AREAS			3	2	1	0
	ield/Subject Knowledge						
Discusses and controls	disseminates information related to the to	pic. Engages in continui	ng pursuit of knowledge:				
workshops, confe	erences, journals, committees, and/or cou	rsework. • Demonstrate	s knowledge of	*			
appropriate techn	ology (i.e., manipulative, hardware, softw	rare, etc.) as it relates to	the curriculum. • Relates	×			
the curriculum to	students in a meaningful manner by utiliz	ing real-world application	is.				
Comments: Mrs. Cr	reswell's knowledge of the curriculum is extens	ive. As a result, Kathy is ab	le to relate curricular material				
to students in a me	aningful way by using real-world examples. In	addition, Kathy takes the tin	ne to disseminate information				
to colleagues so he	r students can benefit also. It is clear that Kati	hy understands the subject r	matter.				
2. Ability to Plan	1						
· Develops, adap	ots, and assigns instructional materials an	d activities based on goa	als, objectives, and student				
needs as evidend	ced in observation, conferences, and exam	mination of plans. • Esta	blishes long-range and				
immediate object	ives and strategies for instructional activit	ies in accordance with st	ate goals, district	*			
curriculum and so	chool improvement plan. • Uses assessn	nent results to plan for fu	ture instruction and				
program needs.	<ul> <li>Develops Professional Development Plan</li> </ul>	an and works toward ach	lieving these goals.				
Comments: Kathy p	plans thoroughly and effectively to meet individual	ual student needs.					
	iver Instruction/Services						
	appropriate directions for instructional act						
	ork, assignments and gives feedback. •			*			
	s beginning/ending reviews and emphasiz	zes important points. • F	kecognizes				
response/ampline	es/gives correct feedback.						
L	Water to the second sec	delliner to be abudanta vai	na a variate of mathada and				
materials.	reswell exhibits a mastery level of instructional	delivery to her students, usi	ng a variety of methods and				
materials.							
4. Working with	Students						
<ul> <li>Is fair, courteou</li> </ul>	us, and impartial when dealing with studer	nts. • Stops misconduct.	<ul> <li>Develops high</li> </ul>				
expectations for s	student achievement and behavior and cle	early conveys them to all	students in a positive,	*			
consistent, calm,	and fair manner. • Maintains instructiona	al momentum.					
Comments: High ex	spectations for student achievement are eviden	nt in Mrs. Creswell's classroo	om. She is positive and calm				
when dealing with d	lifficult cituations				1		

Form #344

5. Student Achievement

Comments: Kathy is diligent in seeking positive outcomes for all students.

Page 1 of 3

Addresses individual student needs.
 Seeks support to assure student achievement
 Implements state

Name:	Date:	December 17, 2008

PART I: INSTRUCTIONAL AREAS	3	2	1	0
6. Assessment of Student Performance and PDP  • Demonstrates ability in test construction and administration, preparing students for testing and providing feedback on evaluation. • Implements assessments that address varied learning styles and abilities. • Implements assessment results to plan future instruction and program needs. • Reviews multiple student performance data including both state and local required assessments and gives input into the Professional Development Plan process based on data. • Assesses students' readiness at the beginning of the school year. • Uses skills gained from the PDP process to make instructional decisions. • Balances formative and summative assessments that measure and support student progress. • Completes the PDP process.	*			
Comments: Kathy utilizes formative and summative assessments to drive instructional decisions. She shares effective strategies with peers.				
<ul> <li>7. Communication with Parents</li> <li>Informs/assists parents regarding students' progress, attitude, effort, and/or programs.</li> <li>Treats parents with respect, courtesy, and consideration.</li> <li>Uses a variety of methods to communicate with parents/community.</li> <li>Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement.</li> <li>Uses a positive approach in parent relations and maintains confidentiality.</li> </ul>	*			
Comments: Mrs. Creswell uses a variety of methods to effectively communicate; collaborating and creating a sense of partnership with each family.				

Instructional Areas
Total Points = 21 x 2 = 42
(42 Points Possible)

PART II: PROFESSIONAL RESPONSIBILITIES/EMPLOYABILITY	2	1	0
8. Care and Maintenance of Equipment/Materials/Facilities			
<ul> <li>Establishes routines and procedures for utilization and care of materials.</li> </ul>	*		
Comments: Mrs. Creswell uses systematic procedures to care for materials and equipment.			
9. Instructional Environment			
<ul> <li>Develops and maintains an environment conducive to effective learning services.</li> </ul>	*		
Comments: Kahty's classroom is an exciting learning environment.			
10. Policies and Procedures			
<ul> <li>Interprets and follows school, county, state, and federal guidelines related to job performance.</li> <li>Abides by</li> </ul>	*		
teachers' code of ethics.	1.00		
Comments: Mrs. Creswell abides by the teachers' code of ethics.			
11. Working with Associates			
<ul> <li>Maintains effective working relationships with administration, faculty and staff.</li> <li>Shares professional</li> </ul>	*		
materials and ideas.			7
Comments: Mrs. Creswell is a team player.			

Form #344

Page 2 of 3

Name:		Duto.		4,		
PART II: PROFESSIONAL RESPONSIBILITIES/EMPLO	VARILITY			2	1	0
	TABILIT			_	-	_
Appearance     Dresses appropriate to the nature of work performed.				*		
Comments: Kathy dresses in a professional manner.						
13. Dependability						
<ul> <li>Carries out and completes work assignments according</li> </ul>	to schedule.			*		
Comments Kathy completes tasks and assignments in an effective	ive and efficient manner					
Comments: Kathy completes tasks and assignments in an effect	ve and enthern manner.					
14. Punctuality/Attendance						
<ul> <li>Reports and performs work responsibilities punctually.</li> </ul>				*		
Comments: Mrs. Creswell's attendance and punctuality is excel	lent.					
15. Adaptability				$\vdash$		
<ul> <li>Accepts and adjusts to new or different job related situa</li> </ul>	tions.			*		
Comments: Kathy adapts well to new situations with a positive "can do" attitude.						
16. Working with the Public, Other Agencies and Juris	sdictions Concerning the	e Welfare of Stu	dents			
<ul> <li>Exhibits courtesy and respect when dealing with the cor</li> </ul>	mmunity and cooperates w	ith outside agen	cies as	*		
necessary.						
Comments: Kathy uses community resources to support student	achievement.					
			Profes			
			Total Points =			
Attendance			(18 Poi	nts Po	ssible	)
Use of sick/professional leave days: Absent 2 days out of	of 84 days.					
A conference on my evaluation has been held. N						
necessarily imply agreement with the evaluation but do	•					
have read it. I also understand that I may submit a v Superintendent and the Principal no later than fifteen (15)						
date.	,	Inst	ructional Area To	ntal Pr	nints:	42
			essional Area To			18
			Combined To	tai Po	ints:	60
Signature of Employee	Date		in			
		Oursell	* 60 - 54 53 - 41	Distir	guishe	ed
		Overall Assessment	40 - 30			vmt
Signature of Administrator	Date	, woodonnerit	30	_	tisfacto	$\overline{}$
			1			,
<ul> <li>All indicators may not be applicable to your assignment</li> </ul>						
Form #344					Page	3 of 3

# Instructional Personnel Professional Development Plan Martin County Schools

reference materials, multiple representations of information, such as maps, charts & photos to gather information. Identified weaknesses in Math include the following Students will achieve a level 3 or Students will demonstrate 80% 10/14/08 LA.3.A.2.2.1 -identifies relevant supporting details and facts in texts; A.2.2.7 - recognizes the use of comparison and contrast in a text; A.2.2.8 -uses variety of Date mastery on targeted areas Expected Student Student Performance Data Used to Define the Need: Data from 2008 Benchmark Tests indicate students are weak in the following strands in Reading: School Hobe Sound Elementary Outcome(s) above on FCAT PDP Final Assessment Scheduled for: Mistrator's Signature Identify and focus instruction on Increase instructional time in Learning styles in instruction Professional Development Provide additional practice & the above targeted areas of remediation when applicable Incorporate differentiated Objectives 10/14/08 PDP Reviewed & Accepted By: small groups weakness Joan Gibbons strands: Number Sense, Measurement, Geometry, Algebraic Thinking, Data Analysis, District wide in-service available Utilization of Benchmark Test Administrator Professional Development FCAT format quizzes and/or Collaboration - grade level Materials for remediation · Online research - NCTM Activity (ies) Student Performance Outcome(s) Accomplished | Yes Collaboration with Administration Date Meetings Activities tests First PDP Assessment Scheduled for: Teacher's Signature Student Performance Outcome(s)\_ areas of weakness listed above as Students need to improve in the indicated on county Benchmark (Annual Contract Teachers Only) Student Performance Test results on Performance Need Areas PDP Submitted ID Number Teacher Matters

Final Review Date

Administrator's Signature

Final Review Date

Teacher's Signature

Comments:

ŝ

Martin County Schools Instructional Personnel Professional Development Plan

Social Security Number				
Student Performance Data Used to Define the Need	as mea	sured by the third	grade	reading
benchmark as	SSESSMENTS 75%.	F students will sh	OW O	Earning
PDP Submitted Teacher's Signature	10/11/67 Date	PDP Reviewed & Accepted By: Administrators Signature	4	10 / 11 pm
First PDP Assessment Scheduled for: (Annual Contract Teachers Only)	or: 10/11/07	PDP Final Assessment Scheduled for:	Scheduled for:	Date
Student Performance Need Areas	Professional Development Activity (ies)	Professional Development Objectives	Expected Student Outcome(s)	udent ne(s)
Student Performance Outcome(s)  Student Performance Outcome(s)  Student Performance Outcome(s)  Comments:  White - Personnel	athe reading block  Second of the Port of	Freeding Strategies  Accompany of there  Freeding Arategies  Freeding needs  Freeding needs  Freeding needs  Freeding needs  Administrator's Signature  Administratory Signature	TS% of marked by the thing to Take the thing to Take the thing to mandah.	make a make a burdents  Benchmark  Solde  Solde  Solde  Solde  Final Review Date

# MARTIN COUNTY SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN

Academic Year 2007-2008 bruary 14, 2008 Out-of Field Periods Out-of Field Date Subject/Grade Level Assignment Location: Lot Sound Elen Periods In-Field In-Field AC4 CC (PSC) (Elementary) (Secondary) Present Status: AC1 AC2 AC3 Administrator Name:

Holnt Dimension Number

Miss

Simension Title MorMang

Dimension to be Addressed:

Goal Statement(s)	Strategy (ies)	Administrative	Evidence of	Anticipated	Date of
		Assistant	Completion	Completion Date	Completion
	"		(If Applic.)		
To establish	Utility HHANDONE TEN	Joan Gibbous	Completion D-1517 Beachmork	17 Benchmerk	
for learning	for Hearning that Works" (Markeans)	+ Patricia Hoovey	Document	7 00	April 28,
	A		In Journal	F-16-17	2008
Managing	Utilize "The Frank Work		· Utilize charts	March 24	Mr. Denouse
Procedures			to self reflect	April 28	work during
			- Comment		has been
				) -7	avcellet; men
					Supported
					F Chow

Acknowledgement of Plan's Development

Employee's Signature

Administrator's Signature

Date

Employees Signature Date
Administrator's Signature Date

White Copy: Employee Yellow Copy: Evaluator Pink Copy: Staff Development Gold Copy: Personnel

See attocked

# **Hobe Sound Elementary School**

11555 SE Gomez Ave. Hobe Sound, Florida 33455 772 219-1540

Joan B. Gibbons, Principal Mark T. Ciotti, School Advisory Council Chair

School Improvement Plan 2008- 2009

# The School Board of Martin County

Laurie Gaylord, Chair Nancy Kline, Vice Chair Dr. David Anderson Sue Hershey Lorie Shekailo

Superintendent of Schools Sara A. Wilcox, Ph.D.

No person shall, on the basis of race, national origin, sex, handicap, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity, or in any employment or practices by the Martin County Public School District. This report has been prepared by the Martin County Public School System. Additional copies,

if available, may be obtained by writing: Martin County Public Schools School Improvement/Curriculum 500 East Ocean Blvd. Stuart, FL 34994

#### **Our School Profile**

Hobe Sound Elementary School is located in southern Martin County. The campus houses pre-kindergarten (exceptional education) through fifth grade. Hobe Sound Elementary School is the first in the nation to be a fully certified Audubon Sanctuary Program. In conjunction with the Hobe Sound Nature Center, Hobe Sound Elementary School uses environmental education and conservation efforts in its quest for students to become environmental stewards. Quarterly Help Save the Environment Days help to focus the students academically and environmentally. The Audubon Club raises approximately \$10,000 annually for environmental education projects and programs.

Hobe Sound Elementary School is a reflection of its community and the support it receives. The community provides one-to-one instruction to students who need assistance. Local organizations provide tangible aid and support the school's goal to make every child succeed. HSE was the recipient of a \$10,000 grant from the Hobe Sound Community Chest to fund multiple research-based programs to increase literacy skills through a new reading resource room, parent training, professional development for teachers and small group tutoring in reading for at risk students. The school is proud to have recently received the PTA Parent Involvement Award. The school boasts an active School Advisory Council, PTA, and Audubon Club. Beginning in the fall of 2003, Hobe Sound Elementary School and its SAC implemented a mandatory uniform policy where students are required to wear a uniform. The mandatory dress code has received rave reviews from parents, students, and community members. In addition to the Audubon Cooperative Sanctuary Program, a number of programs make Hobe Sound Elementary unique. HSE maintains intramural tennis and basketball programs in which over 250 students participate. The Extended Day after school program offers students a number of options including a daily Homework Club. There are Academic Games clubs and other academic clubs including a Writing Club. The school supports Junior Achievement and conducts a school-based mentoring program through the Big Brothers Big Sisters organization.

Teachers keep parents involved and informed of their child's education through the use of daily planners, newsletters, and parent teacher conferences. Hobe Sound Elementary School completed the Southern Association of Colleges and Schools recertification process in 2004. The entire Hobe Sound community works in collaboration to support outstanding academic, social, and emotional learning opportunities for our students.

#### School Demographics

Group	Female	Male	School %
White	251	263	72.29
Black	34	33	9.42
Hispanic	45	55	14.06
Asian	2	2	0.56
Am. Indian	0	0	0.00
Multiracial	11	15	3.65
Disabled	28	53	11.39
Economically Disadvantaged	100	114	30.09
Limited English	36	34	9.84
Migrant	0	0	0.00
Female	343		48.24
Male		368	51.75
TOTAL#	71	1	100

#### Vision/Mission Statement

Hobe Sound Elementary School soars to greater heights by continuously striving to promote academic, social, and emotional growth. We are a team of students, teachers, parents, and community members working cooperatively to create a positive, safe, and successful environment.

School Performance Grade

Adequate Yearly Progress No

SACS Accreditation Process Requirements Yes

Title 1 Schoolwide Program Requirements N/A

Title 1 NCLB School Improvement Requirements N/A

# **School Climate Survey**

According to 2007 - 2008 student, parent, and teacher surveys, stakeholders strongly agree with the expectations of teachers, administrators, and student performance. Students are aware of safety procedures. Parents, teachers, and students strongly agree that the school-wide programs and extra curricular activities are valuable.

**Hobe Sound Elementary School** 

#### Florida's State Goals

Florida's four educational goals are statements of intent expressed in general terms. State goals drive school improvement and accountability efforts to transform schools into centers of excellence.

## Goal 1: Highest student achievement

Highest students achievement as measured by: student FCAT performance and annual learning gains; the number and percentage of schools that improve at least one school performance grade designation or maintain school performance grade designation of "A" pursuant to 1008.34 Florida Statute (2003); graduation or completion rates at all learning levels; and other measures identified in law or rule.

# Goal 2 Seamless articulation and maximum access

Seamless articulation and maximum access, as measured by: percentage of students who demonstrate readiness for the educational level they are entering, from kindergarten through postsecondary education and into the workforce; the number and percentage of students needing remediation; the percentage of Floridians who complete associate, baccalaureate, professional, and postgraduate degrees; the number and percentage of credits that articulate; the extent to which each set of exit-point requirements matches the next set of entrance-point requirements; and other measures identified in law or rule.

## Goal 3: Skilled workforce and economic development

Skilled workforce and economic development, as measured by: the number and percentage of graduates employed in their areas of preparation; the percentage of Floridians with high school diplomas and postsecondary education credentials; the percentage of business and community members who find that Florida's graduates possess the skills they need; and other measures identified in law or rule.

#### Goal 4: Quality efficient services

Quality efficient service, as measured by: cost per completer or graduate; average cost per non completer at each educational level; cost disparity across institutions offering the same degrees; the percentage of education customers at each educational level who are satisfied with the education provided; and other measures identified in law or rule.

# Martin County Strategic Plan Goals

- Goal 1: All schools in Martin County will be "A" schools.
- **Goal 2:** To ensure adequate student stations are available to meet class size reduction requirements and enrollment growth projections, while providing a consistent level of facilities and services throughout the Martin County School District.
- Goal 3: Develop and implement a continuous process of evaluating and improving the School District's business operations.

# **Our School Goals**

- Goal 1: To improve student achievement in Reading for the 2008 2009 school year.
- Goal 2: To improve student achievement in Math for the 2008 2009 school year.
- Goal 3: To improve student achievement in Writing for the 2008 2009 school year.
- Goal 4: To improve student achievement in Science for the 2008 2009 school year.
- Goal 5: To increase parent involvement for the 2008 2009 school year.

# 附錄五、Hobe Sound Elementary School 教職員工一覽表

# TEACHER / STAFF ROUTING SHEET (2008/2009)

OFFICE		Dan Warner	(PE)
Joan Gibbons		MAINSTREAM CONSUL	LTANT
Pat Harvey		Cynthia Gross	
Kathy Fulton			
Sheila Medley		ESE	
Sheryl Molter		Jo-Ann Lambert (gifted)	
½ Data & ½ Media		Janet Moran	
Ken Rickson		Kasandra Patterson	
Cheryl Scotti		Julie Stellman	
(1/2 Guidance & 1/2 Data)			
Wendy LaFortune (Clinic)		TEACHER ASSISTANTS	<u> </u>
PRE-K		TerriAnn Besing	(Basic)
Patricia Wilcox		Betty Doty	(½ Media Assistant)
KINDERGARTEN		Sandy Jerrells (Moran)	(ESE)
Shannon Covey		Heather LaFary	(Computer)
Kathy Creswell		Sebrina Lewis (Wilcox)	(ESE Pre-K)
Cathy DeSena		Ruth March	(ESOL)
Laura Evans		Rayita McMillion (Patterson)	)(ESE)
Linda Hill			
Polly Wixson		CUSTODIAL	
		Cathy Hall (3-hr EDP)	
FIRST GRADE		Bob Haytko	
Heather Brown		Sonia Leon-Soto	
Dana Carlisle		Marjorie Linton	
Christina Demus		Keith Pavola	
Anne Evans		Kevin Perry	
Gail Newman		George Reed	
Donna Pultz		Johnny Wobbleton	
Julie Roberts			
		CAFETERIA	
SECOND GRADE		Lisa Fountain (Mgr.)	
Faye James		Melanie Dimmett	1000
Barbara Riggins		Joyce Thompson	
Lea Stanton		Cheryce Weaver	
Cindy Walker			
Anne Wheeler		EXTENDED DAY	
Jean Wright		Gai Ingram	
THIRD CD A DE		Samantha Marcum	
THIRD GRADE		************	
Angela Abbatiello Tia Anderson Brown		High School Kindergarter	Assistants
Connie Coleman		John Kagan (DeSena)	
Nancy Danner		John Kagan (Hill)	
Rebecca Goosey		John Kagan (L. Evans)	
Lydia Wilson		Lindsey Rice (Creswell)	
Elaine Yates		Lindsey Rice (Wixson)	
Blame Lates		Lindsey Rice (Covey)	
FOURTH GRADE		MENTAL HEALTH COL	LABODATOD
Paul Billington		Cliff Churchill	LABORATOR
Janet Church		Alexia Ioannides	
Therese Cusack		Alexia ioaninges	
Kara Jovanovich		Occupational Therapist	
Missy O'Connor		Kim Smith	
		Kiii Siiiui	
FIFTH GRADE		Pre-K Dual Speech	
Julia Altman		Julie Brown (part-time Speech)	
Michelle Blackwell		June Drown (partame speed)	
Stephanie Devoe		Reading Resource	
Larry Dimmett		Jan Elliott	
Todd Russo		THE PROPERTY OF	
ENRICHMENT	more designative in this instanted	School Psychologist	
Carmen Arencibia	(Music)	Sally Curtis	
Frances Hanna	(Science)	-miy -mino	
June Parrilli	(Media)		Revised 9/29/08 sh
Christina Rynasko	(Art)		
-			