

柒、附錄

附錄一、FPMS 課堂觀摩記錄表

Form #346
Rev. 02/09

COMPREHENSIVE EVALUATION OBSERVATION TALLY FORM

Teacher's Name _____ ID# _____ Position _____
 Observer's Name _____ School _____
 Date of Observation _____ Type of Observation _____ Formal _____ Informal _____
 Start Time: _____ End Time: _____

DOMAIN	TOT FREQ.	FREQUENCY	FREQUENCY	TOT FREQ.
3.0 Instructional Organization and Development	1. Begins instruction promptly			
	2. Handles materials in an orderly manner			
	3. Orienta students to classwork/maintains academic focus			
	4. Conducts beginning/ending review			
	5. Questions: academic a. single factual (Domain 5.0) comprehension/lesson development b. requires analysis/reasons			
	6. Recognizes response/emptifies/gives correct feedback			
	7. Gives specific academic praise			
	8. Provides for practice			
	9. Gives direction/assigns/checks comprehension of homework, seatwork assignments/gives feedback			
	10. Circulates and assists students			
	11. Treats concepts-definition/attrib/butes/examples/nonexamples			
4.0 Presentation of Subject Matter	12. Discusses cause-effect/uses linking words/applies law or principle			
	13. States and applies academic rule			
5.0 Communication: Verbal and Nonverbal	14. Develops criteria and evidence for value judgement			
	15. Emphasizes important points			
	16. Expresses enthusiasm verbally/challenges students			
2.0 Management of Student Conduct	17. _____			
	18. _____			
	19. Uses body behavior that shows interest-smiles, gestures			
	20. Stops misconduct			
	21. Maintains instructional momentum			

A conference on my evaluation has been held. My signature does not necessarily imply agreement with the evaluation. I also understand that I may submit a written statement to the Superintendent not later than ten (10) working days from this date.

Employee's Signature _____ Date _____ White Copy: Personnel
 Administrator's Signature _____ Date _____ Yellow Copy: Employee
 Observer's Notes: _____ Pink Copy: School

NOTE: This form is for reference purposes only. Please refer to FPMS Form #346 (8 1/2 x 14) when conducting an observation.
 An Equal Opportunity Agency



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 not permitted on the final evaluation. The Clinical Educator must use a 3, 2, or 1 on each indicator to evaluate the Preprofessional Competencies of the Florida Educator Accomplished Practices.

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<p>DIVERSITY</p> <ul style="list-style-type: none"> — Fosters a learning environment in which all students are treated equitably. — Provides a range of activities which accommodate students' learning styles, and <u>cultural and linguistic diversity.</u> 	<p>ETHICS & PROFESSIONALISM</p> <ul style="list-style-type: none"> — 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 	<p>HUMAN DEVELOPMENT & LEARNING</p> <ul style="list-style-type: none"> — 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. 	<p>KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER</p> <ul style="list-style-type: none"> — Communicates knowledge of subject matter in a manner that enables all students to learn regardless of <u>linguistic background.</u> — Demonstrates subject matter knowledge.
<p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> — 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. 	<p>PLANNING</p> <ul style="list-style-type: none"> — 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. 	<p>ROLE OF THE TEACHER</p> <ul style="list-style-type: none"> — 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. 	<p>TECHNOLOGY</p> <ul style="list-style-type: none"> — Uses instructional and other electronic tools to gather information. CA 12.1 — Uses technology in professional role. CA 12.2

Area(s) of Strength:

Area(s) of Development Needed:

Grade (FOR THE FINAL EVALUATION ONLY): Check the appropriate grade listed below. Total number of points determines the practicum experience grade; total possible points: 87

- | | | | | | | |
|-------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|
| Exceeds Expectations | | Meets Expectations | | Does Not Meet Expectations | | |
| <input type="checkbox"/> A (87-84) | <input type="checkbox"/> A- (83-80) | <input type="checkbox"/> B (75-71) | <input type="checkbox"/> B- (70-66) | <input type="checkbox"/> C- (57-52) | <input type="checkbox"/> D+ (51-46) | <input type="checkbox"/> D (45-40) |
| <input type="checkbox"/> B+ (79-76) | <input type="checkbox"/> C+ (65-62) | <input type="checkbox"/> C (61-58) | | <input type="checkbox"/> D- (39-34) | <input type="checkbox"/> F (33-29) | |

Student's Signature: _____

Date: _____

Clinical Educator's Signature: _____

Date: _____

White/Yellow - FAU Instructor

Pink - FAU Student

Gold - Clinical Educator

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 each 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 _____

Student's Name _____ SS# _____ Term/Year _____
 County _____ School _____ Teacher _____

Each section on this evaluation form correlates directly to a Preprofessional Level of a Florida Educator Accomplished Practices (EAP) and one or more domains from the Florida Performance Measurement System (FPMS). Use the rating scale guidelines on the right side of this form to rate the developing teacher's competency on each indicator and then an overall rating for demonstration of the Preprofessional Educator Accomplished Practices.

<p>ASSESSMENT</p> <ul style="list-style-type: none"> ___ 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. 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> ___ 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 <u>including those whose home language is not English.</u> ___ Demonstrates the ability to effectively communicate verbally and in writing. 	<p>CONTINUOUS IMPROVEMENT</p> <ul style="list-style-type: none"> ___ 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. 	<p>CRITICAL AND CREATIVE THINKING</p> <ul style="list-style-type: none"> ___ 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.
<p>DIVERSITY</p> <ul style="list-style-type: none"> ___ Fosters a learning environment in which all students are treated equitably. ___ Provides a range of activities which accommodate students' learning styles, and <u>cultural and linguistic diversity.</u> ___ Provides learning situations which encourage students to practice skills and gain knowledge needed in a diverse society. 	<p>ETHICS & PROFESSIONALISM</p> <ul style="list-style-type: none"> ___ 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. 	<p>HUMAN DEVELOPMENT & LEARNING</p> <ul style="list-style-type: none"> ___ 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 <u>and first and second language acquisition processes.</u> 	<p>KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER</p> <ul style="list-style-type: none"> ___ 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 <u>linguistic background.</u> ___ Uses the materials and technologies of the subject field in developing learning activities for all students. ___ Demonstrates subject matter knowledge.

LEARNING ENVIRONMENT	PLANNING	ROLE OF THE TEACHER	TECHNOLOGY
<ul style="list-style-type: none"> — 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. — Develops an environment conducive to learning. 	<ul style="list-style-type: none"> — 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. 	<ul style="list-style-type: none"> — 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 <u>linguistic and cultural backgrounds</u> to improve students' school performance. — Uses the community to provide students with a variety of experience. — Participates in school improvement efforts. — Develops short and long term professional goals relating to continuous professional development and student achievement. 	<ul style="list-style-type: none"> — Uses instructional and other electronic tools to gather information. — Selects and uses educational software for instruction. — Teaches all students to use available computers and other forms of technology. — Uses technology in professional role.

Rating Scale (See Elaborating Guidelines):

- 3 – Exceeds Expectations** = Performance demonstrates an exemplary ability to create, implement and perform at an outstanding level. (Rarely/never needs guidance/support; 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. (Occasional guidance needed; Consistent demonstration with only occasional lapses; High quality in application/demonstration; Obvious positive impact on majority of students/situations)
- 1 – Does Not Meet Expectations** = Either performance demonstrates either an apparent understanding of concepts but implementation is intermittent and/or not entirely successful or performance demonstrates a need for conceptual understanding and fundamental practices. (Either needs consistent guidance or resists/ignores guidance; Either occasional, but inconsistent, demonstration or cannot demonstrate practice at all; Either barely adequate quality in application/demonstration or poor quality in application; Either impact not observable or only with a limited number of students/situations 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 only).

If the developing teacher receives a rating of "1" for any indicator at mid-term, a Professional Development Plan (PDP) needs to be written by the University Supervisor for that (those) indicator(s). At final, all indicators must be rated "2" or "3" to earn a grade of "Satisfactory".

Circle Overall Rating: 3 2 1

Using a separate sheet of paper, please comment on the student's overall competency and probability of future success as a teacher. Cite and attach examples and references to the Accomplished Practices supporting your opinion.

University Supervisor's Signature _____ Date _____

Clinical Educator's Signature _____ Date _____

Developing Teacher's Signature _____ Date _____

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.

Original to OASS. Copies to Evaluation Team members.

Student Teaching - Lesson Plan and Observation Evaluation Form

Name _____ Grade Level/Subject _____ Lesson # _____

Lesson Content _____

Directions: Circle what you observe for each indicator and 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 "NA" by the indicator. Review your ratings and comments with the student teacher.

			WRITTEN LESSON PLAN	Comments
3	2	1	Written lesson plan aligns standards, objectives, activities, and assessments	
3	2	1	Written lesson plan is comprehensive and appropriately written	
			CONTENT PRESENTATION	
3	2	1	Begins instruction promptly	
3	2	1	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	1	Uses academic transition statements	
3	2	1	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	
3	2	1	Uses review within and/or at the end of presentation	
			QUESTIONING/FEEDBACK	
3	2	1	Utilizes appropriate questioning techniques	
3	2	1	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	
3	2	1	General praise _____ Specific praise _____	
			COMMUNICATION SKILLS	
3	2	1	Positively communicates high expectation for all students	
3	2	1	Appropriately varies volume and inflection	
3	2	1	Communicates an attitude of enthusiasm	
3	2	1	Uses clear, unscrambled discourse	
3	2	1	Exhibits positive body language related to content	
			PRACTICE ACTIVITIES/ASSESSMENT	
3	2	1	Provides guided practice	
3	2	1	Re-teaches when necessary	
3	2	1	Provides independent/differentiated practice to accommodate individual needs	
3	2	1	Provides extension activities for students finishing early	
3	2	1	Utilizes appropriate assessment techniques and practices	
			MANAGEMENT OF STUDENT CONDUCT	
3	2	1	Stops misconduct using non-verbal techniques _____	
3	2	1	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	

OVERALL RATING: 3 2 1

3 = Exceeds Expectations – Ratings of "3" on at least half of the indicators in each section and no ratings of "1".
2 = Meets Expectations – Ratings of "2" on more than half of the indicators in each section and no more than a total of three rating of "1" among all sections.
1 = Does Not Meet Expectations – Ratings of "1" on four or more indicators among all sections.

Observer's Signature _____ Date _____

Student's Signature _____ Date _____

Original to OASS, copies to developing teacher, clinical educator, and university 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
		•	<i>Student Teaching</i>
#2 Communication	2	• Lesson 1-Language Arts	EDG 3323
		•	<i>Student Teaching</i>
#3 Continuous Improvement	1	• Classroom Management Abstract	EDG 3323
		•	<i>Student Teaching</i>
#4 Critical Thinking	2	• Critical Thinking Strategies and Material File	EDG 3324
		•	<i>Student Teaching</i>
#5 Diversity		•	<i>Student Teaching</i>
		•	<i>Student Teaching</i>
#6 Ethics	6	• Ethical Dilemma	EDG 3323
		•	<i>Student Teaching</i>
#7 Human Development & Learning	3	• Classroom Profile	EDG 3323
		•	<i>Student Teaching</i>
#8 Knowledge of Subject Matter	2	• Lesson 2 - Probability	EDG 3323
	1	• Lesson 1- Animal Classification	EDG 3324
#9 Learning Environments	3	• Classroom Management Plan Analysis	EDG 3323
		•	<i>Student Teaching</i>
#10 Planning	2	• Teacher's Edition Textbook Analysis	
		•	<i>Student Teaching</i>
#11 Role of the Teacher	8	• Meeting Students' Needs	EDG 3324
		•	<i>Student Teaching</i>
	5	• Lesson 3- Timelines	EDG 3323

CRITERIA	Overall Rating 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)	$\frac{4}{4}$ E	$\frac{\quad}{3-2}$ M	$\frac{\quad}{1-0}$ D
My Profile section contains all of the appropriate documentation/entries.	$\frac{4}{4}$ E	$\frac{\quad}{3-2}$ M	$\frac{\quad}{1-0}$ D
Each portfolio entry contains a Portfolio Entry Form , the assignment, graded rubric and student work samples when applicable.	$\frac{4}{4}$ E	$\frac{\quad}{3-2}$ M	$\frac{\quad}{1-0}$ D
Each Portfolio Entry Form and assignment clearly represents the EAP indicator demonstrated/documented.	$\frac{4}{4}$ E	$\frac{\quad}{3-2}$ M	$\frac{\quad}{1-0}$ D
The Preprofessional Portfolio Documentation and Evaluation Form lists the appropriate EAP indicator and entry titles for each EAP demonstrated/documented.	$\frac{4}{4}$ E	$\frac{\quad}{3-2}$ M	$\frac{\quad}{1-0}$ D

Total Possible Points: $\frac{20}{20}$

Total Score: $\frac{40}{40}$

Instructor's Signature: Jodi Lee

Date: 11/08

Student's Signature: Yancy Smith

Date: 11/08

(Revised 8-7-08)

<p>DIVERSITY</p> <p>3 Fosters a learning environment in which all students are treated equitably.</p> <p>3 Provides a range of activities which accommodate students' learning styles, and cultural and linguistic diversity.</p>	<p>ETHICS & PROFESSIONALISM</p> <p>3 Maintains honesty in all professional dealings.</p> <p>3 Adheres to the Florida Code of Ethics. CA 6.2</p> <p>3 Meets expectations for attendance, punctuality, and appearance. CA 6.1</p>	<p>HUMAN DEVELOPMENT & LEARNING</p> <p>3 Selects developmentally appropriate materials for instruction and remediation.</p> <p>3 Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.</p>	<p>KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER</p> <p>3 Communicates knowledge of subject matter in a manner that enables all students to learn regardless of linguistic background.</p> <p>3 Demonstrates subject matter knowledge.</p>
<p>LEARNING ENVIRONMENT</p> <p>3 Establishes smooth and efficient routines by providing clear directions for instructional activities and transitions.</p> <p>3 Applies established rules and standards for behavior consistently and equitably.</p> <p>3 Monitors learning activities by providing feedback and reinforcement to students.</p> <p>3 Uses time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.</p>	<p>PLANNING</p> <p>3 Plans and effectively conducts lessons with identified student performance and learning outcomes based on standards required for Florida's public school children.</p> <p>3 Plans activities that engage students and employs strategies to re-engage students who are off task.</p> <p>3 Plans lessons that help students develop concepts through a variety of methods.</p>	<p>ROLE OF THE TEACHER</p> <p>3 Adopts the role of student advocate and is familiar with state and federal laws and court-ordered Consent Decrees.</p> <p>3 Develops short and long term professional goals relating to continuous professional development and student achievement.</p>	<p>TECHNOLOGY</p> <p>3 Uses instructional and other electronic tools to gather information. CA 12.1</p> <p>3 Uses technology in professional role. CA 12.2</p>

Area(s) of Strength:

Wonderful rapport with students, well-organized lessons, excellent classroom management.

Area(s) of Development Needed:

As young classroom experiences will provide opportunities for questioning and modeling of critical thinking skills.

Grade (FOR THE FINAL EVALUATION ONLY): Check the appropriate grade listed below. Total number of points determines the practicum experience grade; total possible points: 87

Exceeds Expectations

Meets Expectations

Does Not Meet Expectations

- A (87-84)
 A- (83-80)
 B (75-71)
 B- (70-66)
 C- (57-52)
 D+ (51-46)
 D (45-40)
- B+ (79-76)
 C+ (65-62)
 C (61-58)
 D- (39-34)
 F (33-29)

Student's Signature: *Christina*

Date: 11-25-08

Clinical Educator's Signature: *Beig Sands*

Date: 11-25-08

White/Yellow – FAU Instructor

Pink – FAU Student

Gold – Clinical Educator

EDG 3323 Effective Teaching Practices I: Lesson Plan/Presentation Evaluation Form

Name Yanelys Vitier Grade Level/Subject 4th S.S. Lesson # 3
 Lesson Content/Topic Timelines 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.

		<u>WRITTEN LESSON PLAN</u>	<u>COMMENTS</u>	
3	2 1	Written lesson plan aligns standards, objectives, activities & assessment	Well Done!	
3	2 1	Written lesson plan is comprehensive and appropriately written		
<u>CONTENT PRESENTATION</u>				
3	2 1	Begins instruction promptly Beginning Time <u>12:05</u> Ending Time	Great connection w/ B. Park nice job with vocabularies * Birthday timeline was a nice way to get all of them involve o Careful with multiple questions	
3	2 1	Establishes clear purpose or objective of lesson <u>stated clearly</u>		
3	2 1	Begins lesson with attention getter/ <u>review</u>		
3	2 1	Materials are ready and available <u>Dec. Calendar</u>		
3	2 1	Uses visuals (overhead, handouts, pictures, etc.)		
3	2 1	Uses academic transition statements		
3	2 1	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		
3	2 1	Uses review within and /or at the end of presentation		
<u>QUESTIONING /FEEDBACK</u>				
3	2 1	Utilizes appropriate questioning techniques Low Order <u>///</u> High Order <u>///</u>	* Much better using specific with praise	
3	2 1	Calls on variety of students		
3	2 1	Values all students' responses ✓ Right, exactly,		
3	2 1	Provides appropriate feedback to student response General praise <u>///</u> Specific praise <u>///</u>		
<u>COMMUNICATION SKILLS</u>				
3	2 1	Positively communicates high expectations for all students	* Excellent use of a non-examp to allow students to discover color w. when finished.	
3	2 1	Appropriately varies volume and inflection		
3	2 1	Communicates an attitude of enthusiasm		
3	2 1	Uses clear, unscrambled discourse		
3	2 1	Exhibits positive body language related to content		
<u>PRACTICE ACTIVITIES/ASSESSMENT</u>				
3	2 1	Provides guided practice	* The children were well behaved and engaged. * Students are so quiet!	
3	2 1	Re-teaches when necessary		
3	2 1	Provides independent/differentiated practice to accommodate individual needs		
3	2 1	Provides extension activities for students finishing early <u>color w. when finished.</u>		
3	2 1	Utilizes appropriate assessment techniques and practices	* Wonderful lesson!	
<u>MANAGEMENT OF STUDENT CONDUCT</u>				
3	2 1	Stops misconduct using non-verbal techniques <u>///</u>		
3	2 1	Stops misconduct using verbal control statements <u>///</u>		
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		

OVERALL RATING: 3 2 1

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 Dina Sands Date 11/18/08
 Student's Signature Yanelys Vitier Date 11-18-08

(final revision R-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 meet 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 is 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)

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

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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: _____
 Subject/Grade: Kindergarten
 Elementary: In-Field
 Date: December 17, 2008
 Location: Hobe Sound Elementary School
 Administrator: Mrs. Joan Gibbons

SSN: _____
 Status: AC2
 Secondary: Periods In-Field: N/A Periods Out-of-Field: N/A
 Academic Year: 2008 - 2009
 Rating Scale: 3 = Distinguished
 2 = Proficient
 1 = Needs Improvement
 0 = Unsatisfactory

PART I: INSTRUCTIONAL AREAS	3	2	1	0
<p>1. Specialized Field/Subject Knowledge</p> <ul style="list-style-type: none"> • Discusses and disseminates information related to the topic. • Engages in continuing pursuit of knowledge: workshops, conferences, journals, committees, and/or coursework. • Demonstrates knowledge of appropriate technology (i.e., manipulative, hardware, software, etc.) as it relates to the curriculum. • Relates the curriculum to students in a meaningful manner by utilizing real-world applications. <p>Comments: Mrs. Creswell's knowledge of the curriculum is extensive. As a result, Kathy is able to relate curricular material to students in a meaningful way by using real-world examples. In addition, Kathy takes the time to disseminate information to colleagues so her students can benefit also. It is clear that Kathy understands the subject matter.</p>	*			
<p>2. Ability to Plan</p> <ul style="list-style-type: none"> • Develops, adapts, and assigns instructional materials and activities based on goals, objectives, and student needs as evidenced in observation, conferences, and examination of plans. • Establishes long-range and immediate objectives and strategies for instructional activities in accordance with state goals, district curriculum and school improvement plan. • Uses assessment results to plan for future instruction and program needs. • Develops Professional Development Plan and works toward achieving these goals. <p>Comments: Kathy plans thoroughly and effectively to meet individual student needs.</p>	*			
<p>3. Ability to Deliver Instruction/Services</p> <ul style="list-style-type: none"> • Presents clear appropriate directions for instructional activities. • Assigns/checks comprehension of homework, seatwork, assignments and gives feedback. • Orients students to classwork/maintains academic focus • Conducts beginning/ending reviews and emphasizes important points. • Recognizes response/amplifies/gives correct feedback. <p>Comments: Mrs. Creswell exhibits a mastery level of instructional delivery to her students, using a variety of methods and materials.</p>	*			
<p>4. Working with Students</p> <ul style="list-style-type: none"> • Is fair, courteous, and impartial when dealing with students. • Stops misconduct. • Develops high expectations for student achievement and behavior and clearly conveys them to all students in a positive, consistent, calm, and fair manner. • Maintains instructional momentum. <p>Comments: High expectations for student achievement are evident in Mrs. Creswell's classroom. She is positive and calm when dealing with difficult situations.</p>	*			
<p>5. Student Achievement</p> <ul style="list-style-type: none"> • Addresses individual student needs. • Seeks support to assure student achievement • Implements state standards. <p>Comments: Kathy is diligent in seeking positive outcomes for all students.</p>	*			

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.				*			
7. Communication with Parents • Informs/assists parents regarding students' progress, attitude, effort, and/or programs. • Treats parents with respect, courtesy, and consideration. • Uses a variety of methods to communicate with parents/community. • Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement. • Uses a positive approach in parent relations and maintains confidentiality. 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 = <u>21</u> x 2 = <u>42</u> (42 Points Possible)
--

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

Name: _____

Date: December 17, 2008

PART II: PROFESSIONAL RESPONSIBILITIES/EMPLOYABILITY		2	1	0
12. Appearance • Dresses appropriate to the nature of work performed. Comments: Kathy dresses in a professional manner.		*		
13. Dependability • Carries out and completes work assignments according to schedule. Comments: Kathy completes tasks and assignments in an effective and efficient manner.		*		
14. Punctuality/Attendance • Reports and performs work responsibilities punctually. Comments: Mrs. Creswell's attendance and punctuality is excellent.		*		
15. Adaptability • Accepts and adjusts to new or different job related situations. Comments: Kathy adapts well to new situations with a positive "can do" attitude.		*		
16. Working with the Public, Other Agencies and Jurisdictions Concerning the Welfare of Students • Exhibits courtesy and respect when dealing with the community and cooperates with outside agencies as necessary. Comments: Kathy uses community resources to support student achievement.		*		

Professional Areas Total Points = <u>18</u> x 1 = <u>18</u> (18 Points Possible)

Attendance

Use of sick/professional leave days: Absent 2 days out of 84 days.

A conference on my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I also understand that I may submit a written statement to the Superintendent and the Principal no later than fifteen (15) working days from this date.

Instructional Area Total Points:	42
Professional Area Total Points:	18
Combined Total Points:	60

Signature of Employee

Date

Signature of Administrator

Date

Overall Assessment	★	60 - 54	Distinguished
		53 - 41	Proficient
		40 - 30	Needs Imprvmt
		30	Unsatisfactory

• All indicators may not be applicable to your assignment

**Martin County Schools
Instructional Personnel Professional Development Plan**

Teacher _____ School Hobe Sound Elementary
 ID Number _____ Administrator Joan Gibbons

Student Performance Data Used to Define the Need: Data from 2008 Benchmark Tests indicate students are weak in the following strands in Reading: LA.3.A.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 reference materials, multiple representations of information, such as maps, charts & photos to gather information. Identified weaknesses in Math include the following strands: Number Sense, Measurement, Geometry, Algebraic Thinking, Data Analysis.

PDP Submitted C Teacher's Signature _____ Date 10/14/08
 Administrator's Signature _____ Date 10/14/08

First PDP Assessment Scheduled for: _____ Date _____
 (Annual Contract Teachers Only) PDP Final Assessment Scheduled for: _____ Date _____

Student Performance Need Areas	Professional Development Activity (ies)	Professional Development Objectives	Expected Student Outcome(s)
Students need to improve in the areas of weakness listed above as indicated on county Benchmark Test results on Performance Matters	<ul style="list-style-type: none"> • Collaboration - grade level Meetings • Utilization of Benchmark Test Materials for remediation • Collaboration with Administration • District wide in-service available • Online research - NCTM Activities • FCAT format quizzes and/or tests 	<ul style="list-style-type: none"> • Identify and focus instruction on the above targeted areas of weakness • Increase instructional time in small groups • Provide additional practice & remediation when applicable • Incorporate differentiated Learning styles in instruction 	<ul style="list-style-type: none"> • Students will demonstrate 80% mastery on targeted areas • Students will achieve a level 3 or above on FCAT

Student Performance Outcome(s) _____

Student Performance Outcome(s) Accomplished Yes No

Teacher's Signature _____ Final Review Date _____
 Administrator's Signature _____ Final Review Date _____

Comments: _____

**Martin County Schools
Instructional Personnel Professional Development Plan**

Teacher [Signature] Administrator Essie Rains School Wbe Sound Elementary

Social Security Number _____

Student Performance Data Used to Define the Need As measured by the third grade reading benchmark assessments 75% of students will show a learning gain for 2008.

PDP Submitted [Signature] Date 10/11/07 PDP Reviewed & Accepted By: [Signature] Date 10/11/07

First PDP Assessment Scheduled for: _____ Date _____
(Annual Contract Teachers Only)

PDP Final Assessment Scheduled for: _____ Date _____

Student Performance Need Areas	Professional Development Activity (ies)	Professional Development Objectives	Expected Student Outcome(s)
<ul style="list-style-type: none"> → Focus to improve reading comprehension → cause / effect → sequencing → main idea → story elements → author's purpose → conclusions → summaries 	<ul style="list-style-type: none"> → 90 minute reading block → differentiated instruction → reading coach → AIP Tutoring → SAC Support → Reread Reading → Star Testing → Early Release Training 	<ul style="list-style-type: none"> → identify students' strengths and weaknesses → Implement effective reading strategies → accommodate to individual reading needs → predict future instructional decisions 	<ul style="list-style-type: none"> → 75% of students will make a learning gain on the third grade Reading Benchmark Assessments.

Student Performance Outcome(s) Based on the District Reading Benchmark, 13/18 or 72% of the class made gains on the 3rd grade reading benchmark.

Student Performance Outcome(s) Accomplished Yes No

Teacher's Signature _____ Date 5/2/08 Final Review Date 5/2/08

Administrator's Signature [Signature]

Comments: Mr. [Signature] continues to provide excellent instructional services for students. His professionalism, dedication, are commendable.

White - Personnel Yellow - Employee Pink - School

MARTIN COUNTY SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

Name: 1 Location: McLoud Elem. S #:
Present Status: AC1 AC2 AC3 AC4 CC (PSC) Subject/Grade Level Assignment 5th Grade Academic Year 2007-2008

(Elementary) In-Field _____ Out-of-Field _____
(Secondary) _____ Periods In-Field _____ Periods Out-of-Field _____

Administrator Jean Williams Date January 14, 2008

Dimension to be Addressed: _____ Dimension Title Working With Students Dimension Number 4

Goal Statement(s)	Strategy (ies)	Administrative Assistant	Evidence of Completion (If Applicable)	Anticipated Completion Date	Date of Completion
I To establish a culture for learning	Utilize "A Handout for Classroom Management that Works" (McZany) Modules 12-15, 17	Jean Gibbs Patricia Harvey	• Completion of Modules 12-15, 17 • Document positive outcomes in journal • Utilize charts to self reflect • 2 goal statements	Benchmark Dates: (meet w/ Admin) Feb-17 March 24 April 28	April 28, 2008 - Ms. Dennis work during the TIP period has been excellent; very supported & person of growth.
II Managing Classroom Procedures	Utilize "The Framework for Professional Practice"				

Acknowledgement of Plan's Development
Employee's Signature _____ Date 11/14/08
Administrator's Signature Jean Williams Date 1/14/08

Final Annual Review
Employee's Signature _____ Date 4/28/08
Administrator's Signature _____ Date 4/28/08

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

See attached documents

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 #	711		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 A

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.

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

Joan Gibbons _____
 Pat Harvey _____
 Kathy Fulton _____
 Sheila Medley _____
 Sheryl Molter _____
 ½ Data & ½ Media
 Ken Rickson _____
 Cheryl Scotti _____
 (1/2 Guidance & ½ Data)
 Wendy LaFortune (Clinic) _____

PRE-K

Patricia Wilcox _____

KINDERGARTEN

Shannon Covey _____
 Kathy Creswell _____
 Cathy DeSena _____
 Laura Evans _____
 Linda Hill _____
 Polly Wixson _____

FIRST GRADE

Heather Brown _____
 Dana Carlisle _____
 Christina Demus _____
 Anne Evans _____
 Gail Newman _____
 Donna Pultz _____
 Julie Roberts _____

SECOND GRADE

Faye James _____
 Barbara Riggins _____
 Lea Stanton _____
 Cindy Walker _____
 Anne Wheeler _____
 Jean Wright _____

THIRD GRADE

Angela Abbatiello _____
 Tia Anderson Brown _____
 Connie Coleman _____
 Nancy Danner _____
 Rebecca Goosey _____
 Lydia Wilson _____
 Elaine Yates _____

FOURTH GRADE

Paul Billington _____
 Janet Church _____
 Therese Cusack _____
 Kara Jovanovich _____
 Missy O'Connor _____

FIFTH GRADE

Julia Altman _____
 Michelle Blackwell _____
 Stephanie Devoe _____
 Larry Dimmett _____
 Todd Russo _____

ENRICHMENT

Carmen Arencibia _____ (Music)
 Frances Hanna _____ (Science)
 June Parrilli _____ (Media)
 Christina Rynasko _____ (Art)

Dan Warner _____ (PE)

MAINSTREAM CONSULTANT

Cynthia Gross _____

ESE

Jo-Ann Lambert (gifted) _____
 Janet Moran _____
 Kasandra Patterson _____
 Julie Stellman _____

TEACHER ASSISTANTS

TerriAnn Besing _____ (Basic)
 Betty Doty _____ (½ Media Assistant)
 Sandy Jerrells (Moran) _____ (ESE)
 Heather LaFary _____ (Computer)
 Sebrina Lewis (Wilcox) _____ (ESE Pre-K)
 Ruth March _____ (ESOL)
 Rayita McMillion (Patterson) _____ (ESE)

CUSTODIAL

Cathy Hall (3-hr EDP) _____
 Bob Haytko _____
 Sonia Leon-Soto _____
 Marjorie Linton _____
 Keith Pavola _____
 Kevin Perry _____
 George Reed _____
 Johnny Wobbleton _____

CAFETERIA

Lisa Fountain (Mgr.) _____
 Melanie Dimmett _____
 Joyce Thompson _____
 Cheryce Weaver _____

EXTENDED DAY

Gai Ingram _____
 Samantha Marcum _____

High School Kindergarten Assistants

John Kagan (DeSena) _____
 John Kagan (Hill) _____
 John Kagan (L. Evans) _____
 Lindsey Rice (Creswell) _____
 Lindsey Rice (Wixson) _____
 Lindsey Rice (Covey) _____

MENTAL HEALTH COLLABORATOR

Cliff Churchill _____
 Alexia Ioannides _____

Occupational Therapist

Kim Smith _____

Pre-K Dual Speech

Julie Brown (part-time Speech) _____

Reading Resource

Jan Elliott _____

School Psychologist

Sally Curtis _____

Revised 9/29/08 sh