

Teacher: BAYS, LISA RAE

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School Year 2015

Standard 1: CURRICULUM AND PLANNING

DISTINGUISHED

Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 1.3 The teacher uses a balanced assessment approach to guide student learning.

Distinguished       Accomplished       Emerging       Unsatisfactory

Standard 1  
Comments

Mrs. Bays demonstrates extensive content knowledge and connects student learning to other content areas. She designs written instructional plans that align instruction and assessment to county curriculums. Mrs. Bays designs sequential learning activities that provide for varied student abilities while promoting student collaboration, critical thinking, and problem solving. and interests grade curriculum. She utilizes Achieve3000, Scott Foresmann reading, Everyday Math, and all county required curriculum daily. She is familiar with Rubicon Atlas as well. Mrs. Bays implements both formative and summative assessments and uses the results to monitor student progress and set learning goals. She participates in our monthly data meetings and shares assessment data and goal results. She also shares data with students during student conferences and individual student data notebooks. The data notebooks are effective tools in providing students with results toward specific skills and goals. Mrs. Bays is a team player and meets with her team weekly to plan and adjust instruction. Mrs. Bays and her team share ideas, materials and websites with the second and fourth grade team members. They have created multi-curriculum lessons with Zuna web quest, class websites, and power points. Mrs. Bays attends monthly data meetings to discuss her students progress. Mrs. Bays uses a data notebook assessment sheet which lets the students see their letter grade and also compare their letter grade to the number score on the assessment. She conferences with students to let them see how they are progressing through Achieve 3000, Pearson and Engrade. This has created an awareness in students and developed a responsibility in the role they play as a learner. Mrs. Bays created a website for the 3rd grade team that she and her team members use regularly. The website contains links to curriculums, as well as resources, games and assessments for math and reading language arts.

Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

DISTINGUISHED

Element 2.1 The teacher understands and responds to the unique characteristics of learners.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 2.3 The teacher establishes and maintains a learner-centered culture.

Distinguished       Accomplished       Emerging       Unsatisfactory

Standard 2  
Comments

Mrs. Bays maintains close communication with her student's parents. She has students who are in the pack back program, which provides food for needy student during the weekend. A field trip was taken to WV State Cultural Center and State Museum to see a play and investigate their heritage. Mrs. Bays meets the specific academic needs of her students through differentiated instruction in math and reading groups. Mrs. Bays implements Whole Brain Teaching methods. These methods provide an effective classroom management system while promoting student collaboration. Mrs. Bays is using the Class Dojo app. as a data collecting tool for behavior for the remainder of the year. We have tables that allows for a student centered learning environment. Mrs. Bays uses rubrics and shares them with the students so that they understand the required components needed to achieve the desired goals. Mrs. Bays is trained in CPI. Mrs. Bays' classroom is a community atmosphere. She allows students to change throughout the day within groups. This provides opportunities for students to collaborate with various skill levels and personality types. Mrs. Bays monitors students closely in the classroom as well as on the playground and other areas to ensure that students are on task and safe . Mrs. Bays is very aware of her students needs and she takes those needs into consideration in all areas. For example, she has light soft filtering covers over the overhead lights in her classroom as a tool to asset with distraction and to calm the atmosphere. She has table communities set up and students do not have ownership of specific items such as crayons, scissors and glue but all materials belong to the community of learners. Mrs. Bays has various areas set up in her room. For example, she has science, tech, reading, lego, and math areas arranged in her room. Mrs. Bays has served as a school mentor to a new third grade teacher on her team providing this teacher with advice, curriculum, and assistance in content delivery, instructional strategies, and classroom management. Mrs. Bays has effective management strategies and has been observed by other teachers in our school and has observed other teachers in our school in an effort to assist them with management strategies and techniques. Mrs. Bays allows students to collaborate and establish classroom procedures and the arrangement of tables for projects and activities. She also allows to collaborate and establish expectations.

Standard 3: TEACHING

DISTINGUISHED

Element 3.1 The teacher utilizes a variety of research-based instructional strategies.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

Distinguished       Accomplished       Emerging       Unsatisfactory

Standard 3  
Comments

Mrs. Bays has used the following resources from a graduate class (Reading in the Content Area) that she is taking. two literacy strategies guilds. Tompkins, G. E. (2012). 50 Literacy Strategies: Step-by-Step; Content Area Reading: Literacy and Learning Across the Curriculum. Reader's Theater, Dioramas, Storyboards, Quilts, Timelines, Open-Minded Portraits, use of technology iMovies, Keynotes, Number Talks, Zunal WebQuest, Project Base Learning. Mrs. Bays' students have completed many hands on activities and experiments. Including the health lesson which students used panty hoses and oatmeal to demonstrate how the digestive system works. Mrs. Bays also had her students do a science lesson experimenting with sodium polycrylate to show how osmosis occurs. Mrs. Bays uses formative and summative assessments such as a rubrics, pre- and post tests to monitor student progress. We use Achieve 3000, DIBLES, Everyday Math, and SMI results to assess skills and group students. Mrs. Bays uses a variety of effective instructional strategies to deliver content. She demonstrates adequate use of scaffolding and differentiated instruction and is a champion at using technology to deliver content. Mrs. Bays provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding. She explains directions and procedures clearly and models them when necessary. She provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning. Mrs. Bays modifies instruction when need is apparent. She consistently monitors student progress using a variety of assessments. She analyzes student data to make instructional decisions and uses a variety of formative assessments to differentiate instruction. Mrs. Bays facilitates students led learning activities and models them before turning them independently over to students. This leads to a deep understanding of content and often times students surpass the expectation of the activity. Mrs. Bays consistently modifies instruction based on various data to meet the needs of her students.

Standard 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL  
DISTINGUISHED

Element 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.

Distinguished       Accomplished       Emerging       Unsatisfactory

Element 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

Distinguished       Accomplished       Emerging       Unsatisfactory

Standard 4  
Comments

Mrs. Bays is currently taking graduate classes at Marshall University and she has 46.5 hours of professional development. She has also participated in webinars on her own time to advance her knowledge. Mrs. Bays has had an education student observing in her classroom this year. Mrs. Bays meets weekly with her team members to plan upcoming lessons. She meets monthly with the administration and with the Title I staff to review student data, student progress, and to set goals. Mrs. Bays is a member of our schools

climate and culture team. Mrs. Bays is always will to share with her team and with other teachers in the building. She consistently implements best practices.

Standard 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY  
DISTINGUISHED

Element 5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.

Distinguished     Accomplished     Emerging     Unsatisfactory

Element 5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.

Distinguished     Accomplished     Emerging     Unsatisfactory

Element 5.3 The teacher promotes practices and policies that improve school environment and student learning.

Distinguished     Accomplished     Emerging     Unsatisfactory

Standard 5  
Comments

Mrs. Bays is a researcher! She researched Whole Brain Teaching as a method for classroom instructions and management and has shared this research with her team members. Mrs. Bays and her team held a meeting in the early fall to introduce and explain the Achieve3000 program. Mrs. Bays participates in the implementation of school-wide initiatives. She interacts professionally and appropriately with all stakeholders and creates positive connections between home and school. Mrs. Bays recognizes areas for potential growth. She researches and implements practices that lead to positive change. Mrs. Bays welcomes parents into her classroom. Parents have visited to watch specific activities.

Standard 6: STUDENT LEARNING

Student Learning Goal 1 The work of the teacher results in measurable progress of student learning of state-approved curricula.

Distinguished     Accomplished     Emerging

Student Content Area English Language Arts

Goal 1	Goal	EOY: Achieve 3000 data will show a 10% decrease in the percentage of students who "Falls Far Below" grade level in their Lexile.
	Context	3rd grade classroom – 22 students: 14 girls and 8 boys; 4 students with IEPs; 3 students with reading IEP's, 2 students with math IEP's, 6 students in SAT, 2 students with 504. 1 student with hearing impaired services, 3 students with speech services, 2 students with ADHD, 1 diagnosed with Autism.
	Baseline Data	Achieve 3000 data places 43% of my students " Fall Far Below"
	Collaboration	Team meetings with other third grade teachers data meetings with Title I, administration and the curriculum specialist.

Data Results EOY: Achieve 3000 Lexile growth. BOY I had 43% of my students who were "Fall Far Below" At the EOY I had a decrease of 38% of my students. The one student that didn't met the goal had a Lexile growth of 165. The BOY class Lexile average was 298L and at the EOY the class average Lexile was 546L. Total average class Lexile growth was 262L. I have met my goals.

Student Learning Goal 2 The work of the teacher results in measurable progress of student learning of state-approved curricula.

Distinguished       Accomplished       Emerging

Student Content Area Mathematics

Goal 2 Goal EOY SMI will show a decrease of 10% in students who fall below basic.

Context 3rd grade classroom – 22 students: 14 girls and 8 boys; 4 students with IEPs; 3 students with reading IEP's, 2 students with math IEP's, 6 students in SAT, 2 students with 504. 1 student with hearing impaired services, 3 students with speech services, 2 students with ADHD, 1 diagnosed with Autism.

Baseline Data SMI Results: 16 students below basic. 5 students at basic. No students were at proficient or advantage.

Collaboration Working with third grade team teachers for planning, data meetings with teachers, administration, Title I, and curriculum specialist.

Data Results At the beginning of the year, I had 16 students that were below basic which is 76%. At the EOY I had a decrease of 48% of students who fell "Below Basic". Now I have 19% of my students who are proficient, 29% of my students are at basic, and 52% of my students who fall far below. I have exceeded my goal to decrease my students by 10%.

Standardized School Growth Score - Mathematics The work of the teacher results in measurable progress of student learning of state-approved curricula as evidenced within the Student Growth Calculation.

Standardized School Growth Score - Reading The work of the teacher results in measurable progress of student learning of state-approved curricula as evidenced within the Student Growth Calculation.

Standard 6  
Comments

For Mrs. Bays technology goal, her students created a keynote presentation. Students illustrated and authored a page in the presentation. Mrs. Bays photographed the students work and imported it into the story quilt presentation. The story quilt is a reading strategy that Mrs. Bays uses with her students. Mrs. Bays met her reading goal as her class decreased by 38% of students scoring in the falls far below range of Achieve. Mrs. Bays also met her math goal as her class decreased by 46% of students scoring in the below basic range of SMI.

Standard 7: PROFESSIONAL CONDUCT - The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

Policy and Procedure

Meets Standard       Below Standard       Unsatisfactory

Attendance

Meets Standard       Below Standard       Unsatisfactory

Schedule

Meets Standard       Below Standard       Unsatisfactory

Respect

Meets Standard       Below Standard       Unsatisfactory

Standard 7  
Comments

Mrs. Bays follows all state, county, and school policies and procedures. She has excellent attendance and follows the school's master schedule. She interacts with all stakeholders professionally and respectfully.

Evaluator  
Commendations  
and  
Recommendations

Mrs. Bays demonstrates expertise in all areas of education. She uses research based instruction to drive rigorous differentiated learning activities. She is a gifted educator that incorporates engaging and challenging lessons on a daily basis. She has superb technology skills and uses them to enhance engagement and learning opportunities. Mrs. Bays responds well to all students and works hard at meeting their individual needs. She is an asset to our school!

Educator  
Addendum

Summative Performance Rating not Available before the Student Growth Calculation

[Evaluator DKC39279 finalized evaluation - 05/26/2015](#)

[Educator T939015049 accepted evaluation - 05/26/2015](#)