



A Practical Guide to Effective Performance Documentation

A Guidebook for Principals

The Supervision and Due Process Documentation Reference Guide is designed to serve as a tool for leaders to deepen their knowledge and understanding of certificated employee due process through a practical method. This reference guide includes the required elements for legally sufficient documentation to support the improvement and/or release of certificated staff.

Human Resources/Labor Relations
Fresno Unified School District



Tab 1

Guidebook

TABLE OF CONTENTS

NOTES

Chapter 1

Introduction and Purpose of the Guidebook

Chapter 2

Legal, Labor and District Requirements

- a. Education Code
- b. Board Policies and Administrative Regulations
- c. Collective Bargaining Agreement

Chapter 3

Processes, Timelines, and Sample Documentation for Certificated Dismissal

- a. Documentation Processes
- b. Release of Probationary and Temporary Teacher
- c. Release of Permanent Teacher

Chapter 4

Sample Cases

- a. 90 Day Notice to Correct Unsatisfactory Performance (DNMS evals)
- b. 45 Day Notice to Correct Unprofessional Conduct (Testing Irregularity)
- c. 45/90 Day Notice to Correct Unsatisfactory Performance and Unprofessional Conduct (DNMS evaluations and progressive discipline)

References

- a. FRISK Book
 - a. [Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance](#)
- b. Skillful Leader Books
 - a. [The Skillful Teacher – Building Your Teaching Skills](#)
 - b. [The Skillful Leader II – Confronting Conditions that Undermine Learning](#)
- c. HR/LR Online: Evaluations and Due Process
 - a. Supervision and Evaluation Power Points – Modules 1 & 2
 - b. <http://www.fresnounified.org/dept/hr/employees/management/Webpages/supervision.aspx>
- d. California Education Code
 - a. <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>
- e. Collective Bargaining Agreement, FTA
 - a. <http://www.fresnounified.org/dept/hr/employees/info/Webpages/lab-or-relations.aspx>
- f. Evaluation and Due Process forms
 - a. <http://www.fresnounified.org/dept/hr/employees/management/Webpages/supervision.aspx>
- g. Human Resources Quick Reference Guide
 - a. <http://www.fresnounified.org/dept/hr/employees/Documents/Quick-Reference-Guide.pdf>

Side 2

Blank Page

Introduction to the Guidebook

NOTES

Every one of our students deserves a great teacher. Research has proven the impact of a teacher is four years on a student's performance and our students are reliant on leadership to ensure a high quality learning environment. In an effort to ensure highly effective teachers, FUSD is investing in being skilled in supervising and evaluating staff. Supervision and evaluation is an opportunity for leaders to know their people and help others get better with timely, honest, clear and direct feedback that leads to improving student achievement.

This guidebook and the HR.Online evaluation modules are designed to be used as tools by leaders to deepen the knowledge and understanding of supervision and due process through practical methods of documentation and supervision processes. We are expected to ensure teachers are aware of their gaps in performance and are provided the tools they need to correct and improve their performance. The FRISK Documentation Model for unprofessional conduct and the Skillful Leader (CEIJ/Q) Claim Evidence Impact Judgment/Question Model for performance supervision and evaluation are the guidelines for documentation in FUSD and ensure "The Fresno Way" of supervision and evaluation.

Additionally, the required steps as per Education Codes, FUSD Board Policies, and the Collective Bargaining Agreement will be cited throughout the guide.

Purpose of the Guidebook

The guidebook is intended to improve teacher performance through direct, clear, honest, immediate, and frequent feedback with teachers. However, if the teacher does not improve and, as a last resort, disciplinary action and/or not meeting standards ratings become necessary, this reference guide includes the step by step actions principals must take to ensure the required elements for legally sufficient documentation are collected.

Priorities/Objectives of the Guidebook

Retain exceptional teachers

Build and share knowledge

Promote good HR practices

Foster training and learning



Side 2

Blank Page

EDUCATION CODES that Support the 45 and/or 90 Day Notice Processes

The specific employment classification (i.e. temporary, probationary or permanent) of employees determines the rights and benefits they may enjoy.

Temporary Certificated Employee - Education Code 44954

- May be released at the pleasure of the Board
- Notice prior to serving 75% of the schools days – immediate release
- Notice after serving 75% of the school days – release effective at the end of the year

Probationary Certificated Employee - Education Code 44948.3 and 44929.21(b)

- Mid-Year dismissal: right to due process including notice and hearing
- On or before March 15 notice of non-reelection to probationary teacher for the following school year does not require due process or a right to a hearing
- Unless given notice of non-reelection on or before March 15 of second consecutive probationary year, employee becomes permanent
- Release effective July 1

Permanent Certificated Employee - Education Code 44932, 44934

- Tenured employees have property interests in employment
- Tenured employees cannot be dismissed without cause
- Pre-termination due process rights include notice and an evidentiary hearing

Causes for Dismissal - Education Code 44932

- Immoral or unprofessional conduct
- Commission, aiding, or advocating the commission of acts of criminal syndicalism
- Dishonesty
- Unsatisfactory performance
- Evident unfitness for service
- Physical or mental condition unfitting him or her to instruct or associate with children
 - Persistent violation of or refusal to obey the school laws of the state or reasonable regulations
- Conviction of a felony or any crime involving moral turpitude
- Alcoholism or other drug abuse which makes the employee unfit to instruct or associate with children

Certificated employees cannot be suspended or dismissed for unprofessional conduct (45 Day Notice) and/or unsatisfactory performance (90 Day Notice) unless given formal advance notice - Education Code 44938

- Written 45 and/or 90 day notice
- Specific nature of notice with specific instances of behavior/performance and with such particularity as to furnish the employee an opportunity to correct faults and overcome grounds for charge
- Evaluation must be attached

Advanced Notice Requirements (last step prior to dismissal charges) – Education Code 44938

- Unprofessional Conduct - 45 day notice
- Unsatisfactory Performance – 90 day notice
- Requirements:
 - Notice to employee of conduct/performance related concerns
 - Opportunity for employee to correct behavior/performance
 - Allow school district to suspend or dismiss if employee fails to correct behavior

Statement of Dismissal Charges – Education Code 44932, 44933 and 44934

- Statement of Charges of unprofessional conduct and/or unsatisfactory performance must specify instances of behavior performance and acts or omissions, including all relevant facts and statutes and rules violated sufficient to enable the employee to correct faults and overcome the grounds for the charged conduct.
- Statute of limitations is 4 years for certificated employees performance and conduct evidence, (evaluations and formal discipline) may be used as evidence in dismissal charges for up to 4 years
- Charges are to be signed and verified typically by the Superintendent or Assistant Superintendent (FUSD the Associate Superintendent of HR) and then filed with the Governing Board for consideration
- If by majority vote the Governing Board moves to proceed with dismissal, notice must be given to the permanent employee of its intention to dismiss him or her at the expiration of 30 days from the date of service of the notice unless the teacher demands a hearing



FUSD BOARD POLICIES AND ADMINISTRATIVE REGULATIONS



- Board Policy 4100, Certificated Personnel
- Board Policy, 4115, Evaluation/Supervision
- Board Policy, 4116, Probationary/Permanent Status
- Board Policy, 4117.4, Dismissal of Permanent and Probationary Employees
- Administrative Regulation, 4117.5, 4217.5, 4317.5, Termination Agreements
- Board Policy 4118, Suspension/Disciplinary Action

NOTES

FUSD CERTIFICATED COLLECTIVE BARGAINING AGREEMENT

Language within the certificated collective bargaining agreement impacts the following topics:

- Computation for Tenure Article
- District Rights Article
- Evaluation and Professional Standards Article
- Just Cause, Due Process and Progressive Discipline Article
- Probationary Teachers Rights to Hearing Article
- Statutory Changes Article
- Temporary Teachers Article



Side 2

Blank Page

PROCESSES, TIMELINES, AND SAMPLE DOCUMENTATION FOR CERTIFICATED DISMISSAL

As you reviewed in the Education Codes provided in Chapter 2, the employer has no legal requirement to demonstrate due process for temporary teachers or probationary teachers, with the exception being the mid-year release of a probationary teacher. **Therefore, moving a teacher to tenure is one of the most critical decisions the district makes in ensuring high quality teachers are moved into permanent status.** In FUSD, site leadership, K-12 Leadership, and Human Resources must all approve EACH tenure decision.

In addition, as Employer of Choice, our Board and Superintendent expect our temporary and probationary teachers to receive high quality supervision and evaluation within their first and second year. FUSD is committed to retaining only exceptional teachers on behalf of our students. Your job begins here in ensuring each teacher is documented appropriately to improve their performance AND to ensure our decision to retain is based on effective instruction and positive impact on student achievement OR to ensure our decision to release is supported by evidence (CEIJ.)

Documents Within the Levels of Progressive Discipline	
INFORMAL DISCIPLINE: <ul style="list-style-type: none">• Chat• Summary of Conference• Memorandum of Concern	FORMAL DISCIPLINE: <ul style="list-style-type: none">• Written Warning• Letter of Reprimand• Letter of Reprimand with Suspension without Pay• 45 Day Notice-Unprofessional Conduct• 90 Day Notice-Unsatisfactory Performance• 45 and 90 Day Notice-Unprofessional Conduct and Unsatisfactory Performance
Exemplary Documentation includes the following: <ul style="list-style-type: none">• Clear, direct, honest, and timely feedback• Quality suggestions for improvement• Facts, rules, impact of behavior, suggestions for improvement, and knowledge of where the document will be filed in the employee's file	
Documentation that is not exemplary is often identified by the following: <ul style="list-style-type: none">• Lack of clarity of the concern(s)• Opinions instead of evidence• Mixed messages• Lack of evidence• Lack of thorough investigation	

PATTERNS OF BEHAVIOR:

During the informal discipline phase, skillful supervisors are analyzing the behaviors and evidence to identify patterns of behavior and to anticipate supervision needs of the employee.

Reflective questions for supervisors regarding patterns of behavior may include:

- 1. What are the patterns of behavior, actions, or language that the employee exhibits?*
- 2. Are these behaviors being addressed in supervision conversations?*
- 3. How do you know these patterns are visible to the employee?*

The documentation process reveals patterns of behaviors in employees' conduct actions. Supervisors who know their people are able to discern when to move from coaching and supporting to documenting, based upon the analysis of the evidence collected through ongoing supervision. Your analysis of the evidence will assist you in determining when the patterns of behavior are truly patterns and need to be addressed via the 45 and/or 90 day processes. In FUSD, these decisions are jointly made with your assistant superintendent and Human Resources.

The following documents are intended to provide you with an opportunity to review, with comments and reflection questions, actual artifacts of progressive discipline that, when combined together, build the case for dismissal. Included in the sample documents are comments highlighting common miss-steps that occur during progressive discipline documentation, as well as suggestions for improvement to tighten the documentation and strengthen the case.

Your FRISK book is a valuable resource with multiple samples of language to use for documentation concerns and/or expectations of behaviors regarding performance and conduct.



TIMELINES TO REACH SERVICE OF 45 AND/OR 90 DAY NOTICE

NOTES

45 DAY NOTICE (up to 4 years) Due to ongoing unprofessional conduct that exhibits a pattern of increasingly egregious behavior	90 DAY NOTICE (1.5 years) Due to ongoing unsatisfactory performance (DNMS) during a 4 year window of time
Year 1-4 <ul style="list-style-type: none"> • Chat • Chat/Summary of Conference • Memo of Concern (sample included) • Memo of Concern • Written Statement of Concern (sample included) • Written Warning (sample included) • Letter of Reprimand (sample included) • Letter of Reprimand • Suspension Without Pay • 45 Day Notice (sample included) 	Year 1 (samples included) <ul style="list-style-type: none"> • DNMS on evaluation (summary) • TDP/CT mandatory-support Year 2 <ul style="list-style-type: none"> • DNMS on preliminary evaluation • 90 Day Notice to Correct • 2nd semester, year 2-either moves to Meeting Standards or District can/will move forward with dismissal proceedings

Side 2

Blank Page

NOTE: These “think aloud” comments are here to explain why certain elements are included in the document or to highlight language that strengthens the case and/or is a common misstep by leaders.

Sample #1
Informal disciplinary document
Memo of Concern

• **Occurs after chats and/or Summaries of Conference**

TO: Ms. Isaac, Happy Middle School
 FROM: Principal Smith, Happy Middle School
 DATE: September 1
 SUBJECT: **Memo of Concern (Informal Discipline Document)**

This is a memo of concern regarding your recent unprofessional conduct.

You recently engaged in the following conduct:

- While handling a classroom issue, you put both of your open hands on the student while you were talking to him. I have talked to you many times about this and you continue with this behavior. It is unacceptable!

This conduct violated BP 1265, Civility, and BP 4119.21, Professionalism. My expectation is for all staff to follow FUSD Board Policies and to implement training in Capturing Kids’ Hearts, specifically in developing positive professional relationships with our students. Furthermore, it has been communicated in prior years’ professional development and school wide communications that all staff members are expected to implement Safe and Civil Schools, specifically, “interact positively and redirect in a calm manner.” Our school wide memos outline the expectations of our Assertive Discipline Policy and Procedures.

Your conduct negatively impacted the situation by physically touching the face of the student.

Respectfully,

Principal X

Self-Reflection Questions:

1. Based on the above communication document, is it clear what the teacher did and what they need to do to correct the unprofessional conduct?
2. Does the evidence (FACT of FRISK) show a pattern of behavior or is this the first infraction?
3. How could this communication have been more effective regarding the unprofessional conduct?
4. What suggestions would be beneficial in ensuring this teacher changes their behavior?
5. What GAPS or additional elements of FRISK need to be added to this document?
6. What may be a pattern of behavior that would build a dismissal case?
 - a. What future behaviors might you anticipate by someone who is exhibiting this pattern of behavior?
 - b. Would parent complaints be appropriate to reference in this communication?
 - i. Why or why not?
 - c. What coaching would move this teacher out of this pattern or anticipated pattern of behavior?

- CBA Article 21, 4, A.

- Instead of “recent,” use the actual date the unprofessional conduct occurred.

- Where on the student?
- When have you talked to the employee about this? Include the dates here.
- Use facts to show the pattern of behavior vs. emotions.

- When referencing a Board Policy or Administrative Regulation, be sure and attach a copy to the document.
- Include the date the staff notified.

- Include language that shows the reader how this negatively impacted the student; “The student was negatively impacted in that they are not receptive to learning or engaging in learning if they are in fear of the teacher physically disciplining them or redirecting their behavior with physical contact.”
- Did the teacher slap the students with an open hand? Did they grab the student by the cheek? Did they pinch the student? Specificity of language regarding the actions by the employee clearly shows the concern and the impact.
- Always include the negative impact on student learning and on the student.

Sample #2: (informal non-disciplinary document-the bridge documentation between formal and informal

Written Statement of Concerns: (Non-disciplinary Document)

• **Occurs prior to a Written Warning**

To: Ms. Isaac
From: Principal Smith
Date: August 22
Re: **Written Statement of Concern (Non-disciplinary document)**

The Written Statement of Concern contains just FRI of FRISK. Think of this as the "bridge" document that links informal discipline with formal discipline.

Purpose of this document is to inform the employee that this behavior could lead to formal discipline-gives the employee an opportunity to respond to the evidence prior to formal discipline

Prior to implementation of a letter of reprimand, employees will be provided with written statement of concerns, charges and/or allegations along with pertinent circumstances/facts giving rise to such concerns, charges and/or allegations. Such written statement will be transmitted to the employee within fifteen (15) working days after the circumstances/facts were known or should have been known. This Written Statement of Concern is in regards to your recent alleged unprofessional conduct.

Shows we are complying with the guidelines as set forth in Article 21, Just Cause, Due Process, and Progressive Discipline

On May 1 you administered Part 1 of the ELA portion of the STAR test to your 4th period eighth grade students. Following the test, you allegedly provided test-related instruction to the eighth grade students in your Period 4 class in preparation for Part 3 of the test, which was to be administered the following day. Specifically, your alleged actions included:

*Provides specificity of FACTS (where and when)
Clearly explains the "what of FACTS-what exactly did the teacher do that is of concern*

1. During your Period 4 ELA class, you informed your students that you had looked ahead in the test booklet for Part 3 and reviewed the vocabulary words that were to be covered.
2. You reviewed the words, as well as synonyms and antonyms, which were to be covered in that section as well.
3. You had students take notes on the meanings of the individual vocabulary words and they created note cards with definitions and proper use of the word within a sentence. You directed students to take the cards home and "study them" so they could all get 100% on the test the next day.

This language clearly spells out the RULE violated and also informs the teacher when they were made aware of the RULE

On May7 the investigation process was initiated after I was notified by the test coordinator that students reported you taught them on May 1 what was on the CST test on May 2.

On March 20 you attended the site staff meeting and viewed the STAR testing video on procedures and expectations for administering the STAR assessment. You also signed the attached affidavit agreeing to conform to all the guidelines for administration of the STAR assessment.

This paragraph shows the IMPACT the teacher's actions had on the students, the site, and District API and AYP scores

As a result of your instruction on May 1, students were aware of the content and the correct answers for the STAR assessment they took on May 2. As per notification on July 1 by the CDE, the site will not have a valid API score for the 2010-2011 year.

Include FRI only of FRISK-think of this as the employee's opportunity for due process-you are telling them what the concern is, they get to respond, and based upon their response, you either move forward with formal discipline (Written Warning) or you remain in informal discipline (Memo of Concern)

This Written Statement of Concern is an opportunity for you to clarify and respond to the circumstances of these incidents. You have ten (10) days to respond in writing. Your response will be considered before a disposition is rendered.

Your signature below indicates receipt of this document, not necessarily agreement with the contents. This document will be placed in your site file, as well as any response you provide.

This covers the K of FRISK-providing the employee with the KNOWLEDGE of their opportunity to respond within 10 days in writing

Self-Reflection Questions:

1. Based on the above written communication, is the teacher clear regarding what the administration is concerned with and are they clear as to expectations and directives?
2. Read/Review the comments regarding how this document clearly communicates the FRI of FRISK.
3. What patterns of behavior would you anticipate if this teacher has issues with poor judgment/decision making?
4. Does the FACTS/evidence show a pattern of behavior or is this the first infraction?
5. How could this communication have been more effective regarding the unprofessional conduct?
6. What suggestions would be beneficial in ensuring this teacher changes their behavior?
7. What GAPS or additional elements of FRISK need to be added to this document?
8. What may be a pattern of behavior that would build a dismissal case?
 - a. What future behaviors might you anticipate with someone who is exhibiting this pattern of behavior?
 - b. Would parent complaints be appropriate to reference in this communication?
 - i. Why or why not?
 - c. What coaching would move this teacher out of this pattern or anticipated pattern of behavior?

NOTES

Sample #3 (Formal disciplinary document)

Written Warning

To: Mrs. Taylor, Kennedy High School
From: Principal Osborne, Kennedy High School
Date: February 9
Re: **Written Warning (first level of disciplinary documentation)**

Article 21, 4, B

Identifies this as a formal disciplinary document

This Written Warning is in regards to your recent unprofessional conduct.

- You have behaved erratically in class and have thrown objects (dry erase pens or plastic beakers) at the wall, the trash can or the floor.
- You made demeaning or insensitive comments to students.
- You contacted students about their involvement in a student disciplinary action that occurred in your classroom.
- You verbally challenged an instructional aide after class regarding her specific involvement in the conduct allegations made against you.
- You have addressed students, peer teachers, and parents in a demanding, loud, and insulting/demeaning way.

Specificity of the FACTS makes it clear to the teacher what the concerns are of administration

On January 14, the investigation process was initiated following complaints from parents and students and the above allegations were substantiated following interviews with several students, staff, and you. In your attached response to the Written Statement of Concerns (see attached) submitted by you on x date, you acknowledged throwing objects in class due to your frustration with the class during the science lab. You also acknowledged you may have, on occasion, made remarks to students that were perceived as demeaning or insensitive. You acknowledged speaking directly to your lab assistant regarding a personnel matter pending against you. Finally, you acknowledged raising your voice in demonstration of your frustration with parents, students, and teachers on campus. In regards to each of these acknowledgements, you stated you would refrain from the behavior in the future.

The reference to the teacher's response to the Written Statement of Concern shows that administration reviewed the document and heard what the teacher had to say. In this case, the teacher acknowledged the unprofessional conduct and agreed to cease this behavior in the future

In a memo of concern and summary of conference from Principal Smith on August 12 and December 2 (see attached) of the previous year, you were directed to follow the expectations stated below.

As per the August 12 Summary of Conference, you have previously been directed to:

1. Refrain from engaging in argumentative conversations with other staff members on campus during the school day.
2. Immediately comply when you receive clear, specific directives from your site administrators.
3. Conduct yourself in a professional and appropriate manner by adhering to Board Policy 1265 on Civility at all times while on duty for X High School.
4. Refrain from contacting other FUSD administrators concerning matters arising out of the course and scope of your employment. Instead, you are directed to contact the principal directly or alternatively to contact the vice principal or principal with any issues that may arise.

This sentence provides evidence of the PATTERNS exhibited by the employee and demonstrates the continued history of unprofessional conduct by the employee

NOTE-any documents referenced must be attached

The references to the previous memos of concern show consistency on the part of administration to maintain expectations of conduct for the teacher; they also show the pattern of behavior by the teacher and the need to move forward into formal discipline

As per the December 2 Memo of Concern for Unprofessional Conduct, you have been directed to:

1. Cooperate and abide by the directives outlined above, and to conduct yourself in a professional manner at all times from this day forward.

Students, parents, staff, and administration have all been negatively impacted by your recent unprofessional conduct. Students are not ready to learn when the learning environment is not a safe and they feel they are not treated fairly and respectfully. Parents are not comfortable working with you to support their student in learning when they are afraid of your reactions. Administrative staff, peer teachers, and support staff expect and are due professionalism and civility when communicating with you.

In an effort to assist you in correcting the above mentioned deficiencies, you are directed to do the following:

1. Follow the directives previously provided to you by your site administrator (see attached memo of concern dated August 12 and summary of conference dated December 2.)
2. Read and review Board Policy 4119.21, Professionalism.
3. Read and review Board policy 1265, Civility.
4. Communicate with students, staff, parents, and administration aligned to the policies above.
5. Do not contact students, staff, or parents about any pending personnel investigations against you.
6. Establish classroom management procedures and routines that allow you to manage the classroom and student behavior without raising your voice or throwing objects
7. Conduct yourself in a professional manner when speaking to and interacting with students, staff, parents, and administration, without yelling or using demeaning language.

By requiring the teacher to read and review the board policies and/or administrative regulations that address the unprofessional behavior, the responsibility is on the teacher to review, understand, and adhere to the board policies and the expectations outlined in each of these board policies

This Written Warning will be placed in your personnel file. You have ten (10) days to respond in writing and any response you provide will be attached to this document.

Your signature below indicates receipt of this document not necessarily agreement with the content.

CC: Personnel File

Attachments: Board Policy 4119.21, Professionalism
Board Policy 1265, Civility
Summary of Conference, August 12
Memo of Concern December 2

Rather than list all of the things you do not want the teacher to do (which could be a very exhaustive list) instead state what you want or expect the teacher to do

You can then refer to them if/when they deviate from these expectations/directives

Reflection Questions:

1. What is the employee's pattern of behavior?
2. Does this communication effectively show this pattern and what is required to change the pattern of behavior?
3. How did the board policies referenced support the directives to correct the deficiencies?
4. Why is it important to include references from the employee's response to the Written Statement of Concerns? How does that reference demonstrate the employee's due process?
5. Rewrite two/three of the facts to include more details.
6. Based on the above communication document, is it clear what the teacher did and what they need to do to correct?
7. Does the evidence (FACT of FRISK) show a pattern of behavior or is this the first infraction?

A strong disciplinary document always includes copies of any document referenced within the letter, including previous informal or formal disciplinary documents that were mentioned, and /or any board policies, ARs, or artifacts that are mentioned in the document

NOTES

8. How could this communication have been more effective regarding the unprofessional conduct?
9. What suggestions would be beneficial in ensuring this teacher changes their behavior?
10. What GAPS or additional elements of FRISK need to be added to this document?
11. What may be a pattern of behavior that would build a dismissal case?
 - a. What future behaviors might you anticipate with someone who is exhibiting this pattern of behavior?
 - b. Would parent complaints be appropriate to reference in this communication?
 - i. Why or why not?
 - c. What coaching would move this teacher out of this pattern or anticipated pattern of behavior?

DOCUMENTATION MODEL FOR RELEASE OF PERMANENT TEACHERS

The overarching goal of ensuring:

- Teachers who are identified as DNMS and have NOT improved to meeting standards will be released from FUSD within a 2 year time window.

NOTES

EXEMPLARY CASES AND TIMELINES**NOTES****90 Day Notice to Correct, Unsatisfactory Performance**

Mr. Johnson is a 9 year veteran teacher. He has taught at the elementary level for all 9 years, and is not meeting standards. While he does communicate with parents and follow general administrative directives, he makes little or no changes to his instructional delivery to students. His students continually score in the bottom of the class on District benchmark assessments, regardless of their proficiency level in previous years.

Mr. Teacher does not engage students, nor does he set up a classroom environment that promotes learning for all students. His classroom is unorganized, and there are few procedures or protocols in place. The one constant in his classroom is his lack of consistency in delivery of instruction and expectations for student behavior.

Mr. Teacher has all intermediate grade students throughout the day as the site deploys students for math instruction. However, his lack of understanding of the content continually confuses students, even those who enter the year proficient or advanced. His lack of objectives and lack of checking for understanding continue to cause him to deliver confusing instruction, leading to off task behavior, disengaged students, and limited student achievement. The result is teacher time is used to redirect negative behavior vs. providing instruction.

Documentation artifacts include:



1. Observation spring year 1
2. Summary eval fall year 1
3. Teacher Development Plan end of year 1
4. Observation fall year 2
5. Preliminary eval fall year 2
6. Teacher Development Plan update mid-year 2
7. 90 Day Notice to Dismiss

45 Day Notice to Correct, Unprofessional Conduct

Ms. Teacher is a 25 year veteran teaching at Any Middle School. She is a math teacher and is a well-liked member of the department. Ms. Teacher gets along well with her peers and her students. In fact, she has had students in her class that are the children of her former students in the early part of her career. She seldom has disciplinary issues, as students think she is “cool” and “fun.”

Ms. Teacher is receiving a 45 day notice for Unsatisfactory Conduct for testing irregularities that resulted in the school site not receiving an API or an AYP score for the previous year.

Documentation artifacts include:



1. STAR testing administration instructions
2. Faculty meeting agenda in spring regarding STAR administration expectations
3. Written Statement of Concerns
4. Letter of Reprimand
5. 45 Day Notice to Correct Unprofessional Conduct

Tab 2

90 day Sample Case





Preparing Career Ready Graduates

January 10, 20XX

James Johnson
123 Teacher Drive
Fresno, CA 93777

Re: Notice to Correct Deficiencies for Unsatisfactory Performance and Unprofessional Conduct (Education Code section 44938, subd. (a), (b)(1))

Dear Mr. Johnson:

Pursuant to Education Code Section 44938, subsections (a) and (b), this letter constitutes notice to correct your deficiencies for unprofessional conduct and unsatisfactory performance.

Section 44938 requires the Fresno Unified School District (“District”) to provide a teacher with at least ninety (90) days prior to initiating formal disciplinary proceedings for dismissal on the grounds of unsatisfactory performance. (Ed. Code § 44938(a).) Section 44938 also requires the District to provide a teacher with forty-five (45) days prior to initiating formal disciplinary proceedings for dismissal on the grounds of unprofessional conduct. (Ed. Code § 44938(b)(1).) Please be advised that these time limits do not, however, prevent the District from initiating disciplinary proceedings for causes other than unsatisfactory performance and unprofessional conduct.

The 90 and 45-day periods to correct your deficiencies will begin on the first day of school following this notice on you. If you have not corrected your conduct by the end of these time periods, the District will begin dismissal proceedings against you.

This formal notice is designed to provide you with sufficient information to understand the nature of your unsatisfactory performance, to illustrate specific instances of your performance deficiencies, and to provide you with an opportunity to correct these faults and overcome the grounds for dismissal charges.

**I.
UNSATISFACTORY PERFORMANCE**

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 2

Your performance has been and continues to be unsatisfactory in that you have failed to meet the six State mandated standards for the teaching profession.

Since August 20XX, your teaching performance has been “unsatisfactory” as that term is used in Education Code section 44932, subdivision (a)(4). Currently, your performance is unsatisfactory in all six standards of the California Standards for the Teaching Profession (“CSTP”) as follows:

- A) CSTP I, Engaging and Supporting all Students in Learning;
- B) CSTP II, Creating and Maintaining an Effective Environment for Student Learning;
- C) CSTP III, Understanding and Organizing Subject Matter for Student Learning;
- D) CSTP IV, Planning Instruction and Learning Experiences for All Students;
- E) CSTP V, Assessing Student Learning
- F) CSTP VI, Developing as a Professional.

As a result, the overall quality of your performance as a teacher has been unsatisfactory. The facts and circumstances of these charges are set forth below.

A. Standard I - Engaging and Supporting All Students in Learning

Since at least August 20XX, your performance in Standard I, Engaging and Supporting All Students in Learning, has been unsatisfactory.

On November 14, 20XX, Principal Williams observed you and marked you “Does Not Meet Standards” in one area and “Meets Standards Minimally” in three areas of Standard I. He observed that you handed out tiles that you were using as manipulatives for a multiplication lesson, without any direction, and this caused initial confusion to the students and a disruption to your instruction. He also observed that you did not state a learning goal or objective. He further observed that, when using equity sticks to identify which students would be picked to answer the problem, you would not pick the same student a second time, put the stick back, and pick another student. This resulted in students who had already been called on to disengage, as they knew they would not be called on again for the rest of the day. He further observed that the lesson was a lengthy 50 minutes with the lecture and guided practice, and the pace was too slow to keep the students engaged for the whole lesson.

On December 8, 2010, Principal Williams evaluated you and marked you “Meets Standards Minimally” for Standard I. He found that you did not always state learning goals at the beginning of lessons, which caused student confusion, since they did not understand what they were expected to do. He directed you to develop new strategies for checking student understanding and to pick up the pace of

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 3

your instruction. He also directed you to break down your instruction into smaller chunks of time in order to keep the students engaged.

On January 18, 20XX, Principal Williams observed you and marked you “Meets Standards Minimally” in four of the six Standard I areas and “Does Not Meet Standards” in the two remaining areas. He observed that your relationship to the phrase “I am” on the board was not clearly established and the tenses were not emphasized. Principal Williams also observed that direct instruction was too long to keep the students attention, as it continued for 45 minutes without a break. He further observed that that your assistance to groups was important, but by the time students were dismissed into groups, they should have been able to work more independently and with a clearer understanding of the assignment, as well as the knowledge necessary to complete the task. He recommended that you use an overhead, rather than the board to help keep the students engaged and on task.

On March 20, 20XX, Principal Williams observed you and marked you “Meets Standards Minimally” in four of the six Standard I areas and “Does Not Meet Standards” in the two remaining areas. He observed that there were no standards listed on the board. He also observed that the objective written on the board was: “To review addition and subtraction of fractions.” In his opinion, the objective focused too much on covering the material and completing the activity. He informed you that there was no evidence of a verbalized, focused goal as to what the students should know or be able to do in the observed instruction. He also observed that the direct instruction part of the lesson went on too long, and the addition of other components to what was an introductory lesson became overwhelming to many students. Independent practice did not begin until 50 minutes after the lesson began. He further observed that several students told you they did not understand the lesson as you were instructing. He recommended that you have students answer in unison as well as individually to determine if the majority of the students understand the lesson.

On April XX, 20XX, Principal Williams observed you and marked you “Does Not Meet Standards” in five of the six Standard I areas and “Meets Standards Minimally” in the remaining area. He observed that you gave directions for a homework packet for 75 minutes without a break. He informed you that this was an extremely long period time for this activity. He also observed that many students had their heads down (up to six at one time), one student was seen with her feet in her desk, other students were passing notes back and forth, many students were out of their seats for various reasons, and numerous students were playing with items on or in their desks. He further observed that you stapled four students’ homework packets that became unstapled and verbally redirected five students from their off task behaviors. He informed you that these many off-task incidents took away from your instruction and that you needed to find a better way to make sure students were on task and remained on task. He suggested that you move about the room frequently, coming into close proximity to students who are off task and give them personal, private reminders to keep the environment under control and focused on the lesson.

On May 9, 20XX, Principal Williams evaluated you and marked you “Does Not Meets Standards” for Standard I. He found that you minimally used different instructional strategies and resources and that you rarely adjusted, managed, or paced your lessons to accommodate time constraints and student needs. He also found that your direct instruction continued to frequently exceed 45 minutes, causing students to go off task or become inattentive. This occurred in all four formal

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 4

observations. He informed you that direct instruction should be broken down into smaller chunks of time to keep the students engaged. He also found that you frequently used instructional time to perform administrative activities which diverted students' attention and slowed down the pace of the lesson. He further found that students often did not have a clear understanding of the concepts from your direct instruction. He found that many times, this was caused both by a lack of communication of the learning goals and your failure to modify your instruction even when it was evident that some students had more particularized needs.

On November 19, 20XX, Principal Williams observed you and marked you "Does Not Meet Standards" in five of the six Standard I areas and "Meets Standards Minimally" in the remaining area. He observed that you teaching a lesson about the making of clocks. He also observed that the standards listed on the board did not match the actual activity. He found your opening to be weak, as you told the students that they would be making clocks, but there was no connection to prior learning. He noted that the lesson did not appear to be timely, since the students had been previously studying time to the minute for two weeks. He also noted that making the manipulative clocks is typically an introductory lesson for telling time. Yet, a total of 50 minutes was spent on this activity.

On December 10, 2011, Principal Williams evaluated you and marked you "Does Not Meet Standards" for Standard I. He found that you rarely use information regarding students' prior knowledge to ensure a connection between what they already know and new material or applied the previous learning to new situations. He also found that you have not adapted your teaching style to adjust, manage, or pace his lesson to accommodate time constraints and student needs. He noted that you still are not consistently stating clear articulable learning goals at the beginning of lessons, which would help in ensuring a connection to your instruction and assisting students in their learning. He also noted that you have not picked up the pace of your lessons or broken up your lessons into smaller chunks of time to engage the students in learning. He further noted that you are spending too much time on previously covered material without recognizing the need to move into newer concepts.

B. Standard II - Creating and Maintaining an Effective Environment for Student Learning

Since at least August 2010, your performance in Standard II, Creating and Maintaining an Effective Environment for Student Learning, has been unsatisfactory.

In your November 14, 2010 Observation, Principal Williams marked you "Does Not Meet Standards" in four of the seven Standard II areas and "Meet Standards Minimally" in the three remaining areas. He observed that you asked students to look up at you as you continued the "I do" portion of the lesson, but three out of 15 students, Fred, Kendra, and Ivan, were not looking at you. He also observed you ask students to turn their papers over to begin to do problems by themselves, but three students did not turn their papers over. At approximately 10:25, students began to get off task. One student began to play in his desk, but you did not correct him or give him feedback. By 10:41, seven of 15 students were playing with various objects. He observed that you noticed the students were off task and rang a bell, asking the students to "freeze" in order to refocus them. This temporarily stopped the off task behaviors, but then the students began the same behaviors again five minutes later.

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 5

In your December 8, 2010 Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard II. He found that you had not created an environment that promoted learning for each student, as you had provided little or no adaption to routines, procedures, and norms. He noted that your students often ignored your directions to follow you during direct instruction. He also found that you did not promote positive behaviors, establish preventions for disruptive behavior, or share responsibility with the students for the establishment or maintenance of a safe, physical, intellectual, and emotional environment. He further found that you often wasted instructional time by redirecting students concerning their off task behaviors, instead of clearly defining his expectations for their behavior beforehand. On the other hand, he noted that you permitted other students to go off task without correction.

In your January 18, 2011 Observation, Principal Williams marked you “Does Not Meet Standards” in five of the seven Standard II areas and “Meet Standards Minimally” in the two remaining areas. He observed that no routine was in place for keeping students’ attention during the action verb instruction. He also observed that you made many negative corrections to your students, because your students were not on task. He further observed that when one student played with his laces for a few minutes, you put him on a discipline step for playing with his laces too long. No intervention was made to inquire about his need, and the student was placed on a discipline step without warning. This caused four other students to become distracted and inattentive as well.

In your March 20, 2011 Observation, Principal Williams marked you “Meet Standards Minimally” in four of the seven Standard II areas and “Does Not Meet Standards” in two of the areas. He observed that eight of 16 students left to go to the restroom during your instructional time. Although you had an appropriate procedure for releasing students to go to the restroom, by having them write their names on the board and then erasing their names when they return, it would have been a better procedure to have them do this during independent practice time rather than losing instructional time. Principal Wright also observed that you answered students’ questions with statement such as “What” or “Yes!” in a tone that harsh. He further observed that you gave very few positive comments to the students during the lesson.

In your April 23, 2011 Observation, Principal Williams marked you “Does Not Meet Standards” in six of the seven Standard II areas and “Meet Standards Minimally” in one of the areas. He observed that numerous students exchanged or sharpened pencils throughout the lesson without a reprimand. Yet, when one particular student (Christopher) did, you verbally reprimanded him in front of the class by saying, “This will cost you a warning (on the color chart), because it is your responsibility to have a pencil. If you need to do it (replace a pencil), then do it and sit back down!” He observed that your tone was harsh and loud. He also observed that you then proceeded to exchange words with Christopher, who thought it was unfair that he was singled out for discipline, when others were not. He further observed a female student (Jessica) interrupt the exchange to say that Christopher had already been warned that same day and needed to change his color. He further observed other students come to Christopher’s defense, stating that others had exchanged pencils and had not gotten in trouble for it. Despite this, you made Christopher change his color anyway. Christopher complied and then went back to his desk to cry privately. Principal Williams further observed that your tone with students became harsher as the lesson went on, and it appeared to him that you were becoming frustrated with students, and they were becoming frustrated with you. You continued to say “What?!” in a harsh

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 6

manner, whenever any student asked for help. Principal Williams also observed that you typically called on female students for answers, but chose male students to publicly point out poor behaviors. He noted that both you and the students were off task too frequently, thus wasting valuable instructional time. He informed you that permitting students to keep track of other students' behavior was not appropriate and directed you to discontinue that practice immediately.

In your May 9, 2011 Summary Evaluation, Principal Williams marked you "Does Not Meet Standards" for Standard II. He found that you had not created an environment that promoted learning for each student, as provided little or no adaption to routines, procedures, and norms. He also found that you did not share responsibility with the students for promoting positive behaviors or establishing preventions of disruptive behavior. He further found that routines were not established for getting students to meet your expectations, and students often ignoring your directions during direct instruction. He also found that procedures you did implement were often flawed, resulting in loss of instructional time. He further found that you frequently made negative comments with a harsh tone of voice to your students in the classroom and rarely makes affirming, positive comments to students who do well. He further found that you did not promote an environment where each student is treated fairly. He also found that it appeared that you favored some students over others, with some students receiving discipline for their actions, while others are permitted to commit the same infractions without penalty.

In your November XX, 20XX Observation, Principal Williams marked you "Does Not Meet Standards" in all seven Standard II areas. He noted that your overall tone was negative. He observed that you frequently pointed out individual mistakes from across the room but did not assist students. He observed you state many times, in a negative tone to students, "Not now!" He also observed you verbally reprimand some individual students in front of the entire class. He further observed on two occasions that you reprimanded a male student, who both times put his head down in his hands. He also observed you telling the male student that he would have to "start over again" but did not offer him any assistance, so he was left to make the same mistakes again and did. He also observed that other students who messed up because they started ahead of you were told by you, "You'll just have to live with it." As the lesson progressed, you appeared to be getting more frustrated, and your students were frustrated with your oral directions. He further observed students getting out of their seats to see if their pens were appropriate, to have you check their clocks, or to tell you that they "messed up." Principal Williams did not observe any apparent, consistently enforced classroom procedures to address these behaviors. He observed you tell students to raise their hands, but few followed this rule. He observed that there were posted classroom rules and procedures, but you did not enforce them. He did not observe you implement either positive rewards or consequences. He observed that the "Noise Chart" was on "Whisper", but the students did not follow the chart at any time. You informed Principal Williams that the chart should have been put on a different talking level.

In your December XX, 20XX Preliminary Evaluation, Principal Williams marked you "Does Not Meet Standards" for Standard II. He found that you have not created a learning environment that provides establishment or implementation of routines, procedures, or norms. He also found that you do not promote positive behaviors, prevent disruptive behavior, or share responsibility with the students for the establishment or maintenance of a safe, physical, intellectual, and emotional environment. He noted that you have not established expectations for fundamental routines and procedures in the classroom, which results in numerous off task behaviors from your students. He also noted that you

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 7

continue to waste instructional time in redirecting such student behaviors throughout your instruction, rather than making clear to your class what your expectations for behavior are and implementing discipline in a consistent and fair manner. He further noted that you are frequently combative and verbally abusive to your students.

C. Standard III - Understanding and Organizing Subject Matter to Maximize Student Learning

Since at least August 20XX, your performance in Standard III, Understanding and Organizing the Subject Matter to Maximize Student Learning, has been unsatisfactory.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in four of the six Standard III areas. He observed that that you modeled for students how to use tiles to multiply. However, according to Principal Williams, some students were confused by the instruction and were not able to perform the objective to mastery. Thus, you did not effectively communicate to the students what they would be expected to perform.

In your December X, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard III. He found that you often did not use knowledge of student readiness to organize, sequence, and enhance your curriculum. He also found that students were frequently confused by your instruction concerning mathematical concepts.

In your January XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three of the six Standard III areas and “Meets Standards Minimally” in two of the remaining areas. He observed that you did not utilize scaffolds and strategies to support student learning, which would enable them to meet their learning expectations. He also observed that students also did not appear to have enough background in parts of speech to attain an understanding of present tense verbs and their subjects. Therefore, your organization of the subject matter did not appear conducive to student learning.

In your March XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three of the six Standard III areas and “Meets Standards Minimally” in the three remaining areas. He observed that you told students that the reason for reducing the fraction was to “get the fraction to be bigger.” This was incorrect information and added to the students’ confusion. He also observed that you wrote $\frac{4,678}{4,675}$ and told the students that it equaled one whole. It obviously does not. He further observed that the lesson was not from the District adopted math textbook. He informed you that, while using other resources is sometimes needed, it should be incorporated with the adopted material.

In your April XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in all six Standard III areas. He observed that during your direct instruction you wrote written examples on the board, and many students were confused. A specific example of this was when teacher was showing students how to divide using a subtraction problem. Principal Williams informed you that this was confusing to most students and is an example of how you did not organize the curriculum to support the students understanding. He asked two students if this was a review of what

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 8

they had learned or new things that they would be learning next week. They did not know, but one of the students said, “I don’t know division yet.” Principal Williams informed you that introducing a new concept in this matter is not the best instructional practice.

In your May X, 20XX Summary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard III. He found that you rarely used knowledge of student readiness to organize, sequence, and enhance your curriculum and did not fully understand when and how to differentiate your instruction for students with special needs. He also found that you did not consistently ensure access to the critical concepts and themes in the academic content standards or utilize state curriculum frameworks for students. He further found that students are frequently confused by your instruction concerning mathematical concepts. He further found that you did not utilize scaffolds and strategies to support student learning, which would have enabled them to meet their learning expectations, especially for students who were English Learners. He further found that you sometimes did not teach from District-adopted materials. He informed you that, while using other resources is sometimes needed, it should be incorporated with the adopted material.

In your April XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in four of the six Standard III areas and “Minimally Meets Standards” in one of the remaining areas. He observed that you used confusing, out of order directions such as, “Don’t put your 1 and 2 until you have your 3 and 9.” He also observed that you handed out materials to the students before giving them directions. He noted that this added to the confusion that was evidenced by students numerous comments, “Will this work?” or “Mr. Johnson, I messed up. Can I have another plate?” He further observed that you were continually demanding students not work ahead, yet you found this difficult to control or monitor.

In your December XX, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard III. He found that you rarely use instructional strategies that make the depth and complexity of the subject matter understandable to all students. He also found that you frequently do not identify, understand, and/or teach the key concepts, underlying themes, or relationships in the academic content standards and state curriculum frameworks. He noted that your presentation is often disorganized and disjointed due to a lack of planning. He also noted that your students remain frequently confused by your direct instruction and lack of guidance. He further noted that you often do not consider student proficiencies in your organization of the subject matter, which results in some students not having a fully developed understanding of the concepts, while other students work ahead of the class because the concepts are not challenging enough for them.

D. Standard IV – Planning Instruction and Designing Learning for All Students

Since at least August 20XX, your performance in Standard IV, Planning Instruction and Designing Learning for all Students, has been unsatisfactory.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three of the five Standard IV areas and “Meets Standards Minimally” in the two remaining areas. He observed that your written and communicated objective to your students did not align to what the students would be expected to do at the end of the lesson. He informed you that you

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 9

should have provided an example of what students were expected to do, so the students could monitor their learning and performance to determine if they were successful in meeting the learning objectives.

In your December X, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard IV. He found that you did not consistently establish or communicate learning goals with clear, challenging and achievable expectations that prepared students for successful transitions into their learning environment. He also observed that during five of six walk through visits to his classroom, you did not state a learning goal.

In your January XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three of the five Standard IV areas and “Meets Standards Minimally” in three remaining areas. He observed that your planned and stated objective of “teaching present tense verbs” was not clearly accomplished by the students.

In your March XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in all five Standard IV areas. He observed that your lesson on fractions was confusing to many students. He noted that the lesson plan for this lesson also did not include the standards as required. He also noted that you informed him that the previous day’s lesson was on another math concept, and this lesson was the first on fractions. You also informed him that you would be doing more lessons on fractions, and then going onto another concept. He informed you that jumping around the textbook and mixing mathematical concepts without fully developing them is not a good idea. He recommended that you fully teach and develop a concept before teaching another concept, using your textbook as a guide.

In your April XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in all five Standard IV areas. He observed that your lesson plan listed journal writing for this time frame, yet what was discussed was the following week’s homework packet. He also observed that standards were not noted in the lesson plan. He further observed that a student pointed out during the lesson that two of the pages had been previously assigned to the class. You responded, “We have? Um, okay. Then do these for extra credit.”

In your May XX, 20XX Summary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard IV. He found that you rarely established or communicated learning goals with clear, challenging and achievable expectations that prepared students for successful transitions into their learning environment. He also found that you did not use knowledge of the subject matter to develop lesson plans and strategies that built upon and extended students’ understanding of the subject matter and did not plan instruction to allow enough time for student learning. He further found that, during the majority of formal and informal observations observed, you did not state a learning goal. He also found that when you did mention a learning goal, students did not have a clear understanding what they were expected to achieve and did not master the objective. He informed you that having a clear understanding of what the students are expected to gain from the lesson and communicating them are keys to their learning the concepts. He also found that you sometimes taught lessons without fully developing the students’ understanding of the material before moving onto another concept. He further found that your lesson plans did not contain sufficient information to guide the instruction, including a

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 10

listing standards being covered, which was required. This resulted in errors in instruction and the covering of unnecessary or repetitive information.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in four of the five Standard IV areas and “Minimally Meets Standards” in the remaining area. He observed that your lesson on the making of clocks did not appear to be based on student need. He noted that the students were able to quickly represent the time to the minute on their clocks, which led him to believe the lesson should have designed to be more challenging. He noted that the students had already mastered the concept before the lesson had begun.

In your December XX, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard IV. He found that you do not consistently establish or communicate learning goals with clear, challenging and achievable expectations that prepare students for successful transitions into their learning environment. He also found that you do not use knowledge of students’ diverse learning and language needs to plan instruction or build on the strengths, interests, and needs of all students. He noted that you were observed stating a learning goal only three times during his six informal observations and one formal observation. He also noted that in only one of those lessons did you state a goal with clear, achievable expectations for your students. He further noted that you frequently plan lessons that are not based on the students’ academic readiness, proficiency, or need. He further noted that your lesson plans do not contain sufficient information to guide the instruction, including listing the standards being covered, which is required.

E. Standard V – Assessing Student Learning

Since at least August 20XX, your performance in Standard V, Assessing Student Learning , has been unsatisfactory.

In your November XX, 20XX Observation, Principal Williams marked you “Meets Standards Minimally in five of the seven Standard V areas and “Does Not Meet Standards” in one area. Principal Williams observed that when students were incorrectly completing problems, you did not re-teach or adjust your instruction. He also observed that even though you walked around and monitored students to see if they were using the tiles correctly, you did not intervene to communicate to all students how they were to use the tiles to multiply. According to Principal Williams, some students were provided helpful feedback, but many others were not. Jane and John appeared confuse, but you did not give individual feedback to them.

In your December X, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard V. He noted that you rarely monitored progress of individual or group achievement or used assessment to provide comprehensible and timely feedback to your students regarding their concerns. He found that you did not adjust your instruction based upon student performance during any of the six informal observations or the formal observation. He observed that even when you walked around the classroom to monitor students, you did not provide useful assistance to all students.

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 11

In your January XX, 20XX Observation, Principal Williams marked you “Meets Standards Minimally in five of seven Standard V areas and “Does Not Meet Standards” in one area. He observed that you did not assess the students learning capabilities and modify your instruction to assist students prior to their breaking into groups.

In your March XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in six of seven Standard V areas and “Meets Standards Minimally in the remaining area. He observed that your lesson went into reducing and adding mixed fractions before students clearly understood the adding of fractions. He informed you that if you wanted to extend the lesson to students who were ready for this, pulling them aside and teaching the extension to a small group would have been more productive. He observed that you had students write down answers on a sheet of paper to assess their learning, but the answers were not checked for accuracy. He informed you that even a quick by scanning each row of students would have been enough to determine accuracy to help guide your instruction.

In your April XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in five of seven Standard V areas and “Meets Standards Minimally in the remaining two areas. He observed that students were struggling to understand your division concepts. However, you continued direct instruction without checking for the students’ understanding.

In your May X, 20XX Summary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard V. He noted that you rarely infused assessments strategically or systematically throughout your instruction or communicated feedback with students. He also noted that you did not monitor the progress of individual or group achievements or modify your instruction based on assessment results. He did not observe you adjusting your instruction based upon student performance during the majority of informal and formal observations. He found that you often proceeded you’re your direct instruction even when students were confused. He also found that you sometimes implemented an assessment strategy that was not fully utilized to promote the learning of your students. He further found that even when you did monitor students, you did not consistently provide assistance to all students. He further found that you rarely made timely transitions to more appropriate instruction strategies for the special needs of students.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in five of seven Standard V areas and “Meets Standards Minimally in the remaining two areas. He observed that you were monitoring the same small area where you delivered the majority of the lesson. He also observed that some of the students would have benefited from you circulating around the room to check for understanding. However, he noted that this was only done after students had already completed the activity incorrectly.

In your December XX, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard V. He noted that you rarely use assessment data to make ongoing refinements to learning goals for content and academic language and do not monitor the progress of all students’ individual achievement targets. He also noted that you inconsistently and ineffectively monitor students’ progress in attaining their learning goals. He further noted that your student’s work folders show minimal evidence of student goal sheets, with only two students having monthly

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 12

comments based on progress toward their target goal for reading, math, and writing. He further noted that you have only given your students two of the three District-required CST tests.

F. Standard VI - Developing as a Professional Educator

Since at least August 20XX, your performance in Standard VI, Developing as a Professional Educator, has been unsatisfactory.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three areas and “Meets Standards Minimally” in one area of Standard VI. He informed you that you were not demonstrating your professional responsibility to maintain motivation and commitment to all your students. He also informed you that you did not meet standards for standards 1, 2, 3, 4, and 5 in this lesson.

In your December X, 20XX Preliminary Evaluation, Principal Williams marked you “Meets Standards Minimally” for Standard VI. He found that you minimally collaborated with colleagues and administration and participates at staff and grade level meetings. He also found that you did not maintain an ongoing reflective practice and action research through observation and interaction with all students and did not use student assessment results to improve their performance.

In your January XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three areas and “Meets Standards Minimally” in one area of Standard VI. He informed you that you were not demonstrating reflection of the teaching profession in the areas of instructional techniques, classroom management, monitoring of students, or modifying his instruction to meet the needs of his students. He also informed you that you did not meet standards for standards 2, 3, and 4 in this lesson.

In your March XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in three areas and “Meets Standards Minimally” in one area of Standard VI. He informed you that you needed to organize sessions to expand your knowledge of pedagogical strategies and content knowledge to support your students in learning. He also informed you that you did not meet standards for Standards 1, 3, 4, and 5 in this lesson.

In your April XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in four areas of Standard VI. He informed you that you were not using self reflection, assessment, student results or feedback from him to improve students’ performance. He also informed you that the effectiveness of your instructional techniques and methods were deteriorating. He further informed you that you did not model professionalism in the classroom or demonstrate professional obligations to his students and the profession. He further informed you that you did not meet standards for standards 1, 2, 3, 4, and 5 in this lesson.

In your May XX, 20XX Summary Evaluation, Principal Williams marked you “Meets Standards Minimally” for Standard VI. He found that you rarely engaged in or fostered reflection among colleagues for grade level and school wide impact on student learning and rarely participated in a variety of professional learning opportunities targeted on student achievement. He informed you that

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 13

you needed to take initiative to improve on your teaching practice. He also informed you that you were not reflecting on fundamental aspects of the teaching practice which were necessary for your students to succeed.

In your November XX, 20XX Observation, Principal Williams marked you “Does Not Meet Standards” in four areas of Standard VI. He informed you that you were not using self reflection, assessment, student results or feedback from him to improve students’ performance. He also informed you that you were not demonstrating a high standard of commitment to student learning and the profession. He further informed you that you did not meet standards for standards 1, 2, 3, 4, and 5 in this lesson.

In your December XX, 20XX Preliminary Evaluation, Principal Williams marked you “Does Not Meet Standards” for Standard VI. He found that you minimally collaborate with colleagues and administration and participate at staff and grade level meetings. He also found that you do not participate in a variety of professional learning activities targeted on student achievement. He noted that you have not presented parents with the educational program, student data, or an individualized plan for their students in a comprehensive way. He also noted that three students’ parents have complained that they were not being updated with academic information or progress concerning their child. He further noted that you have been offered professional development opportunities to improve your instruction and classroom management but have refused to participate.

II. UNPROFESSIONAL CONDUCT

In addition to unsatisfactory performance, your conduct has been unprofessional since at least August 20XX. This unprofessional conduct is specifically described by the following events.

On August XX, 20XX, several students complained that you called them several inappropriate names that day. Specifically, you called students “stupid” or “dumb”.

During an August XX, 20XX conference with Principal Williams, he informed of the students’ complaints. You agreed not to do it again and explained the behavior as “a slip of the tongue.” Principal Williams issued a Memo of Concern to you on the same day about the incident.

During the week of September XX, 20XX, students again brought it to Principal Williams’ attention that you were calling several students “stupid” or “dumb”. Additionally, you told more than one student that they were going to grow up to be your laborers. The students felt as though you were degrading them in front of their peers.

On September XX, 20XX, Principal Williams and Vice Principal Smith met with you to discuss the September XX, 20XX incident. You were informed that students felt as though they were being humiliated in front of their peers and again told that the use of such language toward students was inappropriate and unacceptable. You were also directed not to use negative humor to manage the students. You were further directed by Principal Williams to cease all such references of students as

Re: Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 14

“stupid” or “dumb” or as potential “laborers” or the use of any inappropriate language in the future. You were then given a copy of a Written Statement of Concern regarding these issues.

On October X, 20XX, Principal Williams handed you a Letter of Reprimand during a meeting with you and Vice Principal Smith concerning the August XX, 20XX and September XX, 20XX incidents. You were informed that it was your professional obligation to ensure a suitable learning environment by using appropriate and professional language in the classroom and that your failure to do so in the future would lead to further discipline.

On November X, 20XX, you were in the middle of teaching a math lesson when you threatened students by telling them you were going to beat on them.

The behavior you demonstrated on the above dates constitutes severe unprofessional conduct. When you manage student behavior with humiliation, students are not able to learn and you expose the District to potential complaints and/or claims of harassment and abuse. What you perceive to be humor in managing your class has negatively impacted the students, administration, and parents that are involved with you on the Harvard Elementary School Campus. Your behavior not only involved students, but also a community advocacy group, and the Fresno Unified School District’s staff who was contacted by the advocacy group in regards to your actions and behavior.

Based upon the foregoing findings, so that we can ensure the ongoing education of and civility to the District’s students, and in an effort to assist you in overcoming the above deficiencies, you are directed to fully comply with each of the following directives:

- 1) Read Administrative Regulation No. 1256 (Civility) and follow it at all times.
- 2) Read Administrative Regulation No. 4119.21 (Professionalism) and follow it at all times.
- 3) Establish a classroom discipline policy, aligned with the Harvard Elementary School Discipline Policy and draft a communication plan to share with your parents and students. These are due January 17, 2011.
- 4) Do not use inappropriate language or physical contact as a means to manage your classroom.
- 5) Report appropriate incidents of student misbehavior to administration as appropriate.
- 6) Document all student behavior issues and concerns in Power School in a timely manner.
- 7) Seek advice from those in the administration with whom you are comfortable with to address the deficiencies in your classroom management system.
- 8) You will maintain confidentiality of matters relating to personnel actions against you.

III. CONCLUSION

Since August 20XX, you have demonstrated unsatisfactory performance in all six State teaching standards. Your performance remains unsatisfactory despite the help and directions the District has given you through the Teacher Development Plan and through the Teacher Development Program.

Re: 45/90 Day Notice to Correct Deficiencies

Date: January XX, 20XX

Page: 15

Moreover, your performance has been so continuously unsatisfactory your failure to take adequate steps to follow our directives or improve your performance has resulted in unprofessional conduct.

You will be expected to maintain confidentiality of matters relating to personnel actions against you. The administration is willing to assist you in overcoming these deficiencies. However, please be advised that the undersigned insists that you correct these deficiencies immediately. Your failure to do so will result in your dismissal in accordance with the provisions of the Education Code.

The District requires that employees perform their job competently and professionally so that students receive quality instruction. The administration intends to continue to work with you to assist you in overcoming these deficiencies. However, please be further advised that the District insists you correct these deficiencies immediately. Your failure to take the necessary corrective actions may result in your dismissal from the certificated service of this District, in accordance with the applicable provisions of the Education Code.

To that end, you will participate in a Teacher Development Plan specifically designed to assist you in overcoming your unsatisfactory work performance and to remedy and prevent further incidents of unprofessional conduct.

At the conclusion of the 90-day remediation period, your performance will be re-evaluated by site administration to determine if you have abided by the directives outlined in the Teacher Development Plan. The District administration is willing to continue assisting you in overcoming these deficiencies. However, please be advised that the District insists that you correct these deficiencies and improve your on-the-job conduct immediately. Failure to do so may result in your dismissal in accordance with the provisions of the Education Code.

At the conclusion of the 45-day remediation period for unprofessional conduct, your conduct will be re-evaluated by site administration to determine if you have abided by the directives outlined in the Teacher Development Plan. The District administration is willing to continue assisting you in overcoming these deficiencies. However, please be advised that the District insists that you correct these deficiencies and improve your on-the-job conduct immediately. Failure to do so may result in your dismissal in accordance with the provisions of the Education Code.

Please note that the undersigned reserves the right to proceed with a dismissal action prior to the expiration of either of the 90 or 45-day periods described in Education Code Section 44938 in connection with any incidents of misconduct which may be considered other than unsatisfactory performance or unprofessional conduct.

You are further notified that, pursuant to Education Code section 44031, a copy of this notice will be placed in your personnel file. You have the right to prepare a written response to this notice within ten (10) working days of the date set forth on the attached proof of service. Your response will be attached to a copy of this notice before placement in your file.

Re: Notice to Correct Deficiencies
Date: January XX, 20XX
Page: 16

Enclosed is a copy of your Preliminary Evaluation, dated December XX, 20XX, as well as the above described exhibits. Please do not hesitate to contact me if you have any questions or concerns regarding this matter.

Sincerely,

Ms. Mary Marshall, Administrator
Human Resources/Labor Relations
Fresno Unified School District

Encl: Attached Exhibits

cc: Mr. Carmichael, Associate Superintendent, Human Resources/Labor Relations
Principal Williams, Harvard Elementary School
Personnel File

A copy of this Notice to Correct Deficiencies will be placed in your personnel file. You have the right to make a written response. Any written response you make will be attached to this document and also placed in your personnel file.

Acknowledgement of Receipt

I, James Johnson, acknowledge that on January ___, 20XX, I received a copy of this Notice to Correct Deficiencies for Unsatisfactory Performance and Unprofessional Conduct. I understand that my signature acknowledges receipt, not necessarily my agreement with its content.

Date: January ___, 20XX

James Johnson

Side 2

Blank Page

EXHIBIT LIST

- EXHIBIT 1
November XX, 20XX Lesson Observation Form
- EXHIBIT 2
December X, 20XX Preliminary Evaluation
- EXHIBIT 3
January XX, 20XX Lesson Observation Form
- EXHIBIT 4
March XX, 20XX Lesson Observation Form
- EXHIBIT 5
April XX, 20XX Lesson Observation Form
- EXHIBIT 6
May X, 20XX Summary Evaluation
- EXHIBIT 7
November XX, 20XX Lesson Observation Form
- EXHIBIT 8
December XX, 20XX Preliminary Evaluation
- EXHIBIT 9
August XX, 20XX Memo of Concern
- EXHIBIT 10
September XX, 20XX Written Statement of Concern
- EXHIBIT 11
October X, 20XX Letter of Reprimand
- EXHIBIT 12
November XX, 20XX Parent Complaint Response Letter
- EXHIBIT 13
November XX, 20XX Letter of Reprimand
- EXHIBIT 14
November XX, 20XX School Community Letter
- EXHIBIT 15
November XX, 20XX Parent Complaint Concerning School Personnel
- EXHIBIT 16
Administrative Regulation No. 1256 (Civility)

EXHIBIT 17

Administrative Regulation No. 4119.21 (Professionalism

Tab 3

Year 1 Observation



YEAR 1
OBSERVATION # 1
11/14/10

Fresno Unified School District LESSON OBSERVATION FORM

Teacher: Mr. Johnson

School: Harvard Elementary

Supervisor: Principal Williams

Period/Assignment: Math

Date: 11/14/10

LEGEND

N/O	MS	MSM	DNM
Not Observe	Meet Standards-Proficient	Meets Standards-Minimally	Does Not Meet Standards

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

N/O	MS	MSM	DNM	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Using knowledge of students to engage them in learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Connecting subject matter to meaningful, real-life contexts
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Promoting critical thinking through inquiry, problem solving, and reflection
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. Monitoring student learning and adjusting instruction while teaching

During the observed lesson, Mr. Johnson effectively connects the subject matter to real life contexts, but he does not monitor student learning during instruction and does not adjust instruction while teaching to address student learning. He does not leverage knowledge of students to engage them during the learning process.

- Teacher used equity sticks to identify which students would be picked to answer the problem. This was a good questioning technique to get the students' attention. However, when he had already picked a student before, he would put the stick back and pick another student. This resulted in students who had already been called on to disengage, as they knew they would not be called on again for the rest of the day.
- Expectations were not established or communicated for what the students were to do when they were called on to answer.
- The direct instruction was in lecture form and was 35 minutes in length.
- The guided practice was 10 minutes, but did not include instructions. 18 students had their hands up for question, and Mr. Johnson only called on 4 students. The other 14 students did not have their questions addressed and did not





























YEAR 1
OBSERVATION # 1
11/14/10

engage in the guided practice. 3 of those 14 students were sent out of the room to wait outside on the bench because they were throwing erasers at each other during the guided practice.

- The bell rang for recess during the guided practice, and Mr. Johnson shouted out that he would put the homework on the board and if they didn't complete the homework they would, "get a zero for their participation grade for the day!"
- Two students were asked if they understood the homework and they were unable to explain the assignment. One student was upset and said her mom was going to be mad at her if she didn't know the homework assignment.

As a result, students were engaged in the instruction during only up to the first 8 minutes. Following that time, students systematically became disengaged and did not complete the guided practice. Once students were called on, they disengaged because they realized they would not be called on twice.

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

N/O	MS	MMS	DNM	
		X 		1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
		X 		2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students
		X 		3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
			X 	4. Creating a rigorous learning environment with high expectations and appropriate support for all students
			X 	5. Developing, communicating, and maintaining high standards for individual and group behavior
			X 	6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn
			X 	7. Using instructional time to optimize learning

Mr. Johnson did not develop, communicate, or maintain high standards for his students' behavior and did not effectively establish classroom routines and procedures.

- Teacher used tiles as manipulatives during guided practice activity for his instruction on multiplication. Although this was good use of an instructional resource, handing out the tiles without direction and during instruction caused initial confusion and a disruption to the instruction.
- Mr. Johnson did not state a learning goal or objective at any time during the direct instruction, guided practice, or

YEAR 1
OBSERVATION # 1
11/14/10

closure.

- Mr. Johnson asked students to look up at him as he continued the “I do” portion of the lesson, but 3 out of 15 students, (Fred, Kendra, and Ivan,) were not looking at him.
- The three students who were sent outside were not given any review. When they bell rang for recess the 3 students left and did not return. Mr. Johnson stated, “They’ll just get a zero on their homework and participation.”
- During the onset of the guided practice, Mr. Johnson asked students to turn their papers over to begin to do problems by themselves and three students did not turn their papers over. When Mr. Johnson asked the students to follow the guided practice routine, three students asked, “What’s guided practice?” Another student asked, “What’s a routine?”
- At approximately 10:25, students began to get off task. One student began to play in his desk. Teacher did not correct or give him feedback.
- By 10:41, seven of 24 students were playing with various objects. Mr. Johnson noticed the students were off task and rang a bell, asking the students to “freeze” to refocus them. This temporarily stopped the off task behaviors, but then the students began the same behaviors again five minutes later. No clear expectations for behavior appeared to have been established.

As a result, instructional time was lost due to the initial delay in handing out instructional materials and off task behaviors by the students. Students’ lack of clarity of classroom routines and expectations impacted student learning time, as students were off task and unable to get responses to their questions.

Suggestions:

- Classroom routines and expectations need to be established and communicated with parents, administration, and students.
- Students should not be sent out of the classroom; the loss of instruction must be addressed when a student is disciplined or misses instruction due to disciplinary consequences.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

N/O MS MMS DNM



1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks



2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter



3. Organizing curriculum to facilitate student understanding of the subject matter



4. Utilizing instructional strategies that are appropriate to the subject matter



5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students



**6. Addressing the needs of English Learners and students with special needs
to provide equitable access to the content**

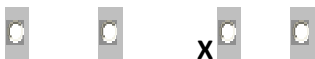
Mr. Johnson did not utilize instructional strategies that were appropriate to the subject matter, nor did he demonstrate a sufficient knowledge of the subject matter in order to organize his lesson to ensure students' understanding of the subject matter; there was little organization in the direct instruction. Mr. Johnson did not organize his instruction effectively in order to support the students' understanding of the concept. Finally, in the observed lesson, Mr. Johnson did not leverage knowledge of student readiness to organize, sequence, or enhance the curriculum.

- Mr. Johnson did not model for the students how to use the tiles to multiply.
- 12 students were confused by the instruction and were not able to perform the guided practice. They raised their hands and did not get their question answered, nor did they get an opportunity to ask their question.
- The sequence of instruction did not allow for checking for understanding by the teacher.
 - During the direct instruction, Mr. Johnson checked for understanding by stating, "Okay?"
 - Students would nod, but not explain or show him how they understood.
- Four students in the back table had an SCD classroom aide supporting them, but their assignment was not modified in length or delivery; the aide asked Mr. Johnson for clarification and he stated, "Ask the SDC teacher; I reviewed this with her this morning."
- Mr. Johnson did not effectively communicate to the students what they would be expected to perform during the onset of guided practice. When students asked questions, Mr. Johnson did not respond.

As a result, students did not engage in the limited instructional strategies that were presented during the guided practice. The instruction delivery did not provide any opportunity for checking for understanding; therefore Mr. Johnson is unable to

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O MS MMS DNM



1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction



2. Establishing and articulating goals for student learning



3. Developing and sequencing long-term and short-term instructional plans to support student learning



4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students



5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Mr. Johnson did not plan his instruction to support the learning needs of all students; learning goals were not articulated nor shared with students.

- Mr. Johnson did not communicate the learning goals to students either verbally or in writing
- There are 7 English language learners in the classroom; Mr. Johnson did not provide any scaffolding of content vocabulary.
- Mr. Johnson asked the bilingual instructional aide to "wait until I'm finished" before translating for the EL student.

YEAR 1
OBSERVATION # 1
11/14/10

- The student put his head down when the BIA stopped translating and did not engage or pay attention to the teacher during the remainder of the direct instruction.
- Four students in the back table had an SCD classroom aide supporting them, but their assignment was not modified in length or delivery; the aide asked Mr. Johnson for clarification and he stated, "Ask the SDC teacher; I reviewed this with her this morning."





























As a result, only 2 students were able to complete the teacher's expectations for learning the concept of multiplying with tiles.

Suggestions:

- Provide an example of what students were expected to do, so the students could monitor their learning and performance to determine if they were successful in meeting the learning objectives.

V. ASSESSING STUDENTS FOR LEARNING

N/O MS MMS DNM

		X 		1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
		X 		2. Collecting and analyzing assessment data from a variety of sources to inform instruction
			X 	3. Reviewing data, both individually and with colleagues, to monitor student learning
			X 	4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
			X 	5. Involving all students in self-assessment, goal setting, and monitoring progress
			X 	6. Using available technologies to assist in assessment, analysis, and communication of student learning
			X 	7. Using assessment information to share timely and comprehensible feedback with students and their families

Teacher monitored the progress of students of the activity but did not provide assistant and feedback to all students.

- Teacher did not adjust the instruction when students had questions.
- Based upon student performance and provided inconsistent feedback to students regarding their performance.
- Specifically, teacher did not re-teach or adjust instruction, when students were incorrectly completing the problems.
- Although teacher walked around and monitored students to see if they were using the tiles correctly but he did not intervene to communicate to all students how they were to use the tiles to multiply.

YEAR 1
OBSERVATION # 1
11/14/10

- Some students were provided helpful feedback, but many others were not. 2 students appeared confused, but the teacher did not give individual feedback to them.
- Multiple students had their hands raised during the guided practice but Mr. Johnson did not call on the students to find out what they were confused about or what they needed clarified.
- GLAS data for Mr. Johnson's class showed 4 students FBB, 2 students Proficient, and the remainder of the students Basic or Below Basic. While there was a clear delineation of student abilities as evidenced by the GLAS data, the observed lesson showed no differentiation or modification to the delivery of instruction during the observed lesson.





























As a result, there is no evidence that the teacher reflects daily on student learning and performance or adjusts instruction and lesson plans based upon this lesson.

Suggestions:

- Utilize GLAS data to identify student strengths and areas of improvement to drive instructional delivery and lesson planning
- Chunk instruction and plan for assessing students throughout the lesson.
- Leverage the ongoing assessment checks throughout your instruction to modify and adjust instruction to ensure students are mastering the content.

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O MS MMS DNM

				1. Reflecting on teaching practice in support of student learning
				2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
				3. Collaborating with colleagues and the broader professional community to support teacher and student learning
				4. Working with families to support student learning
				5. Engaging local communities in support of the instructional program
				6. Managing professional responsibilities to maintain motivation and commitment to all students
				7. Demonstrating professional responsibility, integrity, and ethical conduct

Mr. Johnson does not attend grade level planning meetings regularly, nor does he communicate learning goals with students or parents.

- Mr. Johnson has not communicated with the parents of the students FBB or BB on GLAS assessment.
- During the preliminary conference, Mr. Johnson actually stated that the parents were the problem and he would not contact parents.

YEAR 1

OBSERVATION # 1

11/14/10

- As of the time of this formal observation, Mr. Johnson has missed 2 of the 4 monthly grade level planning meetings.

As a result, Mr. Johnson does not benefit from collaborative relationships with the parents of his students. Nor does he benefit from the collaborative interactions with peers regarding grade level planning, common assessments, or common lesson plans.

Side 2

Blank Page

Blank Pastel Blue Slipsheet



YEAR 1
OBSERVATION #2
1/18/11

Fresno Unified School District LESSON OBSERVATION FORM

Teacher: Mr. Johnson

School: Harvard Elementary

Supervisor: Mr. Williams

Period/Assignment: Language Arts

























Date: 01/18/11

LEGEND

N/O	MS	MSM	DNM
Not Observe	Meet Standards-Proficient	Meets Standards-Minimally	Does Not Meet Standards

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

N/O	MS	MMS	DNM	
			X 	1. Using knowledge of students to engage them in learning
		X 		2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
		X 		3. Connecting subject matter to meaningful, real-life contexts
			X 	4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
		X 		5. Promoting critical thinking through inquiry, problem solving, and reflection
		X 		6. Monitoring student learning and adjusting instruction while teaching

Mr. Johnson inconsistently engaged students in their learning and direct instruction was difficult for students to follow.





























- Teacher used a good engagement strategy by using a few students to demonstrate action verbs, based on questions they had to answer about what they had done with family and friends over the weekend.
- The relationship to the phrase "I am" on the board was not established and the tenses were not emphasized.
- The 45 minutes of direct instruction was too long to keep the students' attention (45 minutes from start to end.)
- When students were dismissed into groups, the transition took 4 minutes.
- During guided practice in groups, teacher provided important instruction to help some groups of students but not all groups.
 - The classroom has 7 groups of 4-5 students. Mr. Johnson only met with 4 of the 7 groups. 3 groups received no checking for understanding and no answers to their questions.

As a result, students' learning of the objective was not confirmed for all groups.

YEAR 1
OBSERVATION #2
1/18/11

Suggestions:

- Use the Smart board, rather than the white board, to keep students engaged and on task.
- The Smart board will allow you to face students throughout the lesson and direct instruction.

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING				
N/O	MS	MMS	DNM	
			X 	1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
		X 		2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students
			X 	3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
			X 	4. Creating a rigorous learning environment with high expectations and appropriate support for all students
			X 	5. Developing, communicating, and maintaining high standards for individual and group behavior
		X 		6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn
			X 	7. Using instructional time to optimize learning

Mr. Johnson did not consistently employ routines and procedures to ensure a climate in which all students can learn, causing disrupted instruction by the teacher and negative student behaviors toward peers and teacher.

























- No routine was in place for keeping students' attention during the action verb instruction.
- Many negative corrections were made by teacher to students, because the students were not on task.
 - "Anthony, sit down!" (Loud voice used by Mr. Johnson.)
 - "The back of the class is not going to recess! I'm sick of this class!"
 - 3 students on the front left side of the classroom had their hands up and were never addressed, as Mr. Johnson continued to yell at the students who were misbehaving vs. addressing the students who were attempting to engage in the instruction.
- One student played with his shoe laces for 6 minutes during the direct instruction and Mr. Johnson did not address the student. The student was in the 2nd row and within 5 feet of Mr. Johnson. 3 students watched this student, vs. the teacher. Mr. Johnson yelled at them to pay attention, but did nothing to stop the distractive behavior.

YEAR 1
OBSERVATION #2
1/18/11

- “Jorge, pay attention! You’re eyes are supposed to be up here on me.”
- “Jonquil, turn around!”
- “Selena, turn your card. You’re grandma is going to be mad if I have to call again.”
 - Mr. Johnson finally put this student on a discipline step for playing with his laces too long, but 20 minutes after the student stopped the inappropriate behavior.
- Mr. Johnson once used an effective strategy of a “stop, look and listen” cue to bring a stop to two students talking. The students were redirected and remained engaged for the remainder of the lesson.

As a result, the majority of students’ attentiveness in meeting the learning goal was not met and instructional time was not used effectively, as students who were misbehaving were not corrected.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

N/O	MS	MMS	DNM	
	X 			1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
			X 	2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
			X 	3. Organizing curriculum to facilitate student understanding of the subject matter
		X 		4. Utilizing instructional strategies that are appropriate to the subject matter
		X 		5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
			X 	6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

Mr. Johnson demonstrated knowledge of the subject matter and academic content standards but did not utilize scaffolds and strategies to support student learning, which would enable them to meet their learning expectations.

- Students also did not have enough background in parts of speech to attain an understanding of present tense verbs and their subjects.
- Students were unable to complete even 20% of the guided practice packet in their groups of 4-5.
- Mr. Johnson seated the students with special needs at the back of the class and did not call on two girls who had their hands up. These special needs students normally have an instructional aide, but she was absent and Mr. Johnson told the girls they would have to, “check with your sped teacher when she comes back next week,” when they asked him to explain the guided practice activity.
- The guided practice included a worksheet. Students had writing journals in a bucket on the back table, but there was no mention of their writing journals.
- Student work posted on the board had multiple mistakes with subject/verb agreement, and those writing samples could have been used as a guided practice activity in which students corrected their own work, vs. filling in the blanks on a worksheet.
- When questioned, 4 of 4 students did not see the connection between the work they were doing and their writing

YEAR 1
OBSERVATION #2
1/18/11

journal.

- Mr. Johnson opened the direct instruction with no scaffolding or prior knowledge/teacher introduction.
 - “We’re going to do verbs and subjects today and talk about how they need to be aligned or they ain’t right.”
 - A student then asked him if “ain’t” was a word and Mr. Johnson replied, “What do you think?” He did not respond to the question and the student put his head down and did not engage throughout the rest of the lesson.

Therefore, students did not know why they were learning the subject verb agreement or how this was applicable to their writing.

Suggestions:

- Utilize student work as practice material for them to correct based on the grammar and writing skills you are teaching.
- Make sure direct instruction allows for students to actually write during ELA instruction.
- Utilize student work to determine which grammar rules need to be addressed weekly.

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O MS MMS DNM



1. Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction



2. Establishing and articulating goals for student learning



3. Developing and sequencing long-term and short-term instructional plans to support student learning



4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students































5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Mr. Johnson did not plan his instruction to meet the learning needs of all students; the planned and stated objective of “teaching present tense verbs” was not clearly accomplished by the students.

- No mention was made of students writing samples, even though these were completed and assessed one week prior to the lesson.
- 11 students were FBB and 7 were BB on the previous GLAS assessment, yet there was no differentiation of instruction for the groups of students.
- English Learner students were placed in a group together, and when they were explaining to each other the directions, Mr. Johnson stated, “English only!” The students then quietly and incorrectly completed the worksheet and did not raise their hands, even though, when questioned, they did not understand the assignment.
- When questioned, students did not know why they were working on grammar. They responded with, “We’re doing this because you are in here.” “Normally, we only work out of our workbooks.” “He doesn’t usually stand up there; he’s usually sitting down.”
- 9 students had questions during the direct instruction and Mr. Johnson told them to, “Wait until I’m finished.” When he completed his direct instruction and asked them if they still had questions, two students said they forgot their question and the 3rd student said he figured it out on his own.

YEAR 1
OBSERVATION #2
1/18/11

As a result, 19 of 24 students did not successfully master the concept prior to breaking into groups, because the direct instruction lacked sufficient detail to support students in achieving their expected outcomes.

V. ASSESSING STUDENTS FOR LEARNING				
N/O	MS	MMS	DNM	
		X 		1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
			X 	2. Collecting and analyzing assessment data from a variety of sources to inform instruction
			X 	3. Reviewing data, both individually and with colleagues, to monitor student learning
		X 		4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
		X 		5. Involving all students in self-assessment, goal setting, and monitoring progress
		X 		6. Using available technologies to assist in assessment, analysis, and communication of student learning
		X 		7. Using assessment information to share timely and comprehensible feedback with students and their families

Mr. Johnson did not effectively assess his students' knowledge of the subject matter prior to instruction, thereby delaying the students' learning process.





























- Teacher attempted to move students toward the required third grade state standards, and the lesson was aligned with the language arts standards.
- Mr. Johnson did not assess the students learning capabilities and modify his instruction to assist students prior to their breaking into groups.
- Student work on the display board had nothing higher than a C-, yet Mr. Johnson did not have students review their writing.
- The Smart Board was not used; instead, Mr. Johnson wrote on the board and did all the corrections himself. Students were asked to verbally tell him what to correct, and they were confused.
- There was no checking for understanding during the direct instruction. Students were sitting without actively participating, and they were not paying attention. When it was time for direct instruction, they were confused and talked in their groups to figure out what to do.

As a result, students' learning was delayed until teacher assisted them in a group setting.

YEAR 1
OBSERVATION #2
1/18/11

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O MS MMS DNM

			X 	1. Reflecting on teaching practice in support of student learning
			X 	2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
X 				3. Collaborating with colleagues and the broader professional community to support teacher and student learning
X 				4. Working with families to support student learning
X 				5. Engaging local communities in support of the instructional program
			X 	6. Managing professional responsibilities to maintain motivation and commitment to all students
		X 		7. Demonstrating professional responsibility, integrity, and ethical conduct

Mr. Johnson does not participate in grade level planning or professional development opportunities that allow for his continued growth.

- Substitute covered was offered for a workshop over two 1/2 days, from 1-3 PM, but Mr. Johnson told the VP he didn't have time to plan for a substitute. "If I'm out, I actually have to plan a lesson for 2 hours and I never do that unless it's an observation day."
- Mr. Johnson leaves grade level planning meetings early, if he attends at all. He missed the meeting on 1/1 didn't have time to plan for a substitute. "If I'm out, I actually have to plan a lesson for 2 hours and I never do that unless it's an observation day."
- Mr. Johnson leaves grade level planning meetings early, if he attends at all. He missed the meeting on 1/14/11 and left 30 minutes early on 12/13/10.

As a result, he continues to remain stagnant in his instructional delivery.

Suggestions:

- Attend and actively participate in all grade level planning meetings.
- Attend and actively participate in professional learning opportunities provided by site and District, applicable to your grade and subject areas.
- Communicate with parents and administration regarding student progress or lack of progress, as per classroom and District GLAS assessments.

Blank Pastel Blue Slipsheet



YEAR 1
OBS #3
3/20/11

Fresno Unified School District LESSON OBSERVATION FORM

Teacher: Mr. Johnson

School: Harvard Elementary

Supervisor: Mr. Williams

Period/Assignment: Math

Date: 03/20/11

LEGEND

N/O Not Observe	MS Meet Standards-Proficient	MSM Meets Standards-Minimally	DNM Does Not Meet Standards
--------------------	---------------------------------	----------------------------------	--------------------------------

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

N/O	MS	MMS	DNM	
		X		1. Using knowledge of students to engage them in learning
		X		2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
		X		3. Connecting subject matter to meaningful, real-life contexts
		X		4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
			X	5. Promoting critical thinking through inquiry, problem solving, and reflection
			X	6. Monitoring student learning and adjusting instruction while teaching

Mr. Johnson did not make adjustments to his instruction to accommodate student needs or extend the learning opportunities of his students, nor did he state the objective to the students at any time during the lesson, although it was written on the board. There was no evidence of a verbalized, focused goal and/or objective as to what the students should know or be able to do at the end of the lesson. The pacing of the lesson was slow and Mr. Johnson did not adjust his instruction based on student responses or lack of responses.

- The objective written on the board was: "To review addition and subtraction of fractions."
 - At no time was the objective verbalized, explained, or discussed with the students.
- Mr. Johnson began the lesson by handing out a worksheet on fractions.
 - The direct instruction consisted of Mr. Johnson going through the odd questions on the work sheet. While he explained the steps, he did not check for students understanding, and when students asked questions, he provided the answer but did not provide an explanation as to how he got to the answer.
 - Student stated, "Mr. Johnson, I have a different answer than what you came up with."
 - Mr. Johnson replied, you must have the answers I have on the overhead for credit. Correct your answer, Samuel."
 - Teacher stated, "Hurry up, you only have 10 minutes for this section."
 - Three students had incorrect answers and the teacher did not redirect their steps to complete the problem,

instead he stated, "check your neighbor's work." "Is it the same as yours?" "If not, then figure out the right answer and make sure your paper has the right answers."

- The direct instruction part of the lesson went on too long (35 minutes), and the addition of other components into what was, as per the lesson plan, an introductory lesson, became overwhelming to many students.
- Several students (3) told the teacher that they did not understand the lesson as the teacher taught the lesson.
 - "Mr. Johnson, our group doesn't have the correct answers."
 - "Mr. Johnson, I don't understand number 5 and 6. Can you come help me?"
 - (No response from Mr. Johnson.)
- Independent practice did not begin until 50 minutes after the lesson began; there was less than 5 minutes left for students to engage in the independent practice phase of the lesson.
 - Three students didn't even begin the independent practice before the bell rang.

As a result, students were not fully engaged and did not have a full understanding of the lesson. Mr. Johnson lacked checking for understanding so he cannot know how many of the students have mastered the content of this introductory lesson.

Suggestions:

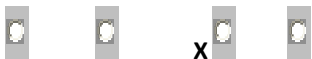
- To determine if the majority of the students understand the lesson, teacher should utilize the white boards as agreed upon by the third grade team at Harvard Elementary.
- Mr. Johnson should provide a mini-closure activity at the end of each chunk of instruction, to ensure students understand the steps before they begin the independent practice.
- Mr. Johnson needs to use a timer or the room clock to pace his instruction and ensure students have ample time for group practice and independent practice.

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

N/O MS MMS DNM



1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully



2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students



3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe



4. Creating a rigorous learning environment with high expectations and appropriate support for all students



5. Developing, communicating, and maintaining high standards for individual and group behavior



6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn



7. Using instructional time to optimize learning

Mr. Johnson adopted some routines and procedures to promote the success of students but does not appropriately arrange a learning environment that promotes positive and productive classroom interactions. The teacher had a good system of releasing students to go to the restroom; students write their names on the board and then erasing their names when they return. This was accomplished without disrupting other students.

- During the lesson, 8 out of 16 students left the room during direct instruction time and Mr. Johnson did not comment to the students.
- Mr. Johnson clearly modeled the classroom procedure to have student raise their hands to ask or answer questions.
- The students followed the procedure well, but the way the teacher called on them was too harsh.
 - Mr. Johnson yelled "What" or "Yes!" in a harsh tone.
- Students were apprehensive to respond, as each time Mr. Johnson yelled an answer/response at a student, 3-4 students who had their hands up to respond, pulled their hands down and did not raise them again during the lesson.
- Mr. Johnson gave very one positive comment to the students during the lesson.
 - During the direct instruction, a student had the correct answer and Mr. Johnson said, "good answer." He did not directly address the student specifically but instead stated the comment without looking up or making eye contact with the student who provided the correct answer.
- Daily assignments were written on the board, but they were not referred to at any time during the lesson. During direct instruction, a student in the front row asked Mr. Johnson, "Should we write the assignment in our agenda?" and he replied, "Not now, my principal is observing this lesson!" The response was in a loud tone and the student put her agenda away and did not get it out again.
- Student work was displayed in the room on one of the four bulletin boards; it more than 4 weeks old.
 - Two of the other three bulletin boards were empty.
 - The remaining bulletin board had word displayed from the previous school year.
- Mr. Johnson called on 10 of the 31 students. The 21 students he did not call had no way to confirm their work was correct.

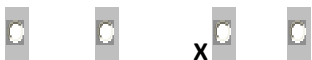
As a result, the students did not have an effective environment for their learning during the lesson, as they stopped raising their hands to ask questions or to clarify, once Mr. Johnson responded to the students who did ask questions by yelling at them.

Suggestions:

- Students should be discouraged from going to the restroom during the "instruction" part of the lesson. It would be better to have them wait a few minutes until independent practice time.
- Speak to students in a civil tone of voice, using an inside voice volume.
- Post student work that reflects the objectives for the month.
- Leverage equity sticks or individual white boards to ensure students understand the concept.
- Check for understanding at the end of instruction chunks.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

N/O MS MMS DNM



1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks



2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter



3. Organizing curriculum to facilitate student understanding of the subject matter

YEAR 1
OBS #3
3/20/11



4. Utilizing instructional strategies that are appropriate to the subject matter



5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students



6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

Teacher did not apply knowledge of the subject matter to organize the curriculum and plan the lesson effectively, nor did he ensure EL students understood the content vocabulary. Teacher did not consistently present information clearly to students.

- The teacher told students that the reason for reducing the fraction was to “get the fraction to be bigger.”
 - This was incorrect information and added to the students’ confusion.
- Four of the five students in one group could not explain what they were working on or why they were working on it, when asked by the principal.
- The teacher wrote 4,678/4,675 and incorrectly told the students that it equaled one whole.
 - Javier raised his hand to point out the error to the Mr. Johnson, and Mr. Johnson stated, “Not now, Sam!”
- The lesson taught was not from the District adopted math textbook; it was from a workbook from GW.
- Mr. Johnson had two groups of students at the back of the room; one contained all four EL students and the other contained a 504 student and 3 sped students who are fully included for math. The aide was sitting there with the group for 15 minutes, but had to leave the room. When he left, Mr. Johnson did not walk back to that group once; nor did he check the students work before they left the room.
- During the direct instruction portion of the lesson, Mr. Johnson asked the students if they understood the difference between the numerator and the denominator.
 - “Students, raise your hand if you don’t know what a numerator or a dominator is.”
 - Although no students raised their hands, this was an ineffective way to determine students’ knowledge of the key terms before initiated the direct instruction.

Impact:

As a result, students were confused and did not fully grasp the subject matter.

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O MS MMS DNM



1. Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction



2. Establishing and articulating goals for student learning



3. Developing and sequencing long-term and short-term instructional plans to support student learning



4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

YEAR 1
OBS #3
3/20/11



X



5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Teacher did not use knowledge of the students' diverse learning needs to plan for instruction. There was no reference to previous learning or instruction at the beginning of the lesson. The pacing of the lesson did not allow for student practice time. The instructional strategies were not implements in a cohesive and logical manner, and students were confused throughout the lesson.

- Students' questions went unanswered throughout the lesson.
- The lesson plan was not followed
 - The lesson plan we reviewed prior to the lesson had a 5 minute opening, 10 minutes of direct instruction, 10 minutes of group work, and 15 minutes of independent practice. The last 10 minutes were for presentation and consensus.
 - The opening was skipped.
 - The direct instruction went on for nearly 50 minutes.
 - The group work was skipped.
 - The students had 5 minutes for independent practice.
- Students were dismissed by the bell; the teacher provided no closure and made the statement, "Great, now how am I going to get their worksheets?!"
- Teacher stated to the observer that this was the, "first lesson on fractions; they probably won't know anything."
- As per the weekly schedule on the board, the previous day's math lesson was on a work problems using money.
- The lesson plan for this lesson did not include the standards as required.

As a result, students were unable to master the learning objective.

V. ASSESSING STUDENTS FOR LEARNING

N/O

MS

MMS

DNM



X



1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments



X



2. Collecting and analyzing assessment data from a variety of sources to inform instruction



X



3. Reviewing data, both individually and with colleagues, to monitor student learning



X



4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction



X



5. Involving all students in self-assessment, goal setting, and monitoring progress



X



6. Using available technologies to assist in assessment, analysis, and communication of student learning

YEAR 1
OBS #3
3/20/11



7. Using assessment information to share timely and comprehensible feedback with students and their families

Mr. Johnson did not monitor students' learning or use assessment data to modify his instruction.

- During the limited independent practice section of the lesson, Mr. Johnson was unable to review student work to determine if they understood the key concepts as there were less than 10 minutes for this section of the lesson.
- During the direct instruction, Mr. Johnson did not respond to student questions regarding the process of the steps.
 - Jaime—"Mr. Johnson, I thought the top number was divided into the bottom number? My answers are wrong. Come help me!" (no response from Mr. Johnson.)
 - Back table of EL students-students were communicating in Spanish with each other, explaining to each other what Mr. Johnson was telling the class. One student seemed to be the interpreter for a female student sitting next to him. Mr. Johnson told the student, "Stop speaking in Spanish! ELD time is in the afternoon! This is math."
- 15 minutes into the direct instruction section of the lesson (10:45AM,) Mr. Johnson told students to write their answers on the pink paper so he could check them. However, he only checked the students who were sitting directly in front of him while he sat at the overhead. He did not check students work beyond the front row students near the overhead.

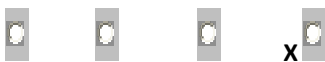
As a result, Mr. Johnson did not have data to determine which students were meeting mastery of the objective before moving on to more difficult concepts.

Suggestions:

- Having the students write down an answer on a sheet of paper was a good strategy to assess the students learning, but the answers were not checked for accuracy.
- Walk the room and scan the pink answer sheets for accuracy before moving on to teaching next steps.

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O MS MMS DNM



1. Reflecting on teaching practice in support of student learning



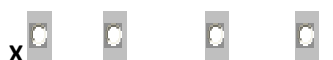
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development



3. Collaborating with colleagues and the broader professional community to support teacher and student learning



4. Working with families to support student learning



5. Engaging local communities in support of the instructional program



6. Managing professional responsibilities to maintain motivation and commitment to all students



X



7. Demonstrating professional responsibility, integrity, and ethical conduct

Mr. Johnson does not communicate with families regarding student progress.

- Other than required parent conferences, Mr. Johnson did not contact the parents/guardians of students in his classroom.
- On two separate occasions, parents contacted Principal Williams regarding Mr. Johnson and his tardiness in returning phone calls.
 - Parent of EG called Ms. Williams on 2/11/11 to report that Mr. Johnson did not return her three calls the previous week. She left three voice mail messages and sent one email and did not receive a reply. Ms. Williams had to contact Mr. Johnson to get the information for the parent regarding the EG's homework packet for an upcoming family vacation.
 - Parent of RM called Principal Williams on 2/28/11 to report that Mr. Johnson sent home a note request that she call him regarding her child's lack of progress, but Mr. Johnson then did not return her calls to discuss his concerns.
- Mr. Johnson only attended one of four grade level planning meetings. One he missed due to a doctor's appointment, even though the dates for grade level planning meetings were established and sent to teachers in July, 2010.
- Mr. Johnson did have notes for any student/teacher planning conferences (15 minute conferences are required for all students who are B, BB, or FBB. Mr. Johnson has 14 of 24 students who fall into this category in ELA and 16 of 24 students who fall into this category in math.

Mr. Johnson needs to organize sessions to expand his knowledge of pedagogical strategies and content knowledge to support his student in learning. Mr. Johnson does not participate in grade level planning meetings.

As a result, Mr. Johnson continues to remain stagnant in his growth and development. Also, Mr. Johnson continues to fail to contact parents and share student progress with parents and students.

Suggestions:

- Organize sessions to expand his knowledge of pedagogical strategies and content knowledge to support his student in learning.
- Participate in grade level planning meetings.
- Return parent contacts in a timely manner (within 24 hours.)
- Hold required student/teacher conferences to assist students with goal setting.

Side 2

Blank Page

Blank Pastel Blue Slipsheet



YEAR 1
OBS #4
4/23/11

Fresno Unified School District LESSON OBSERVATION FORM

Teacher: Mr. Johnson

School: Harvard Elementary

Supervisor: Principal Williams

Period/Assignment: Math Homework Packet.

























Date: 04/23/11

LEGEND

N/O	MS	MSM	DNM
Not Observe	Meet Standards-Proficient	Meets Standards-Minimally	Does Not Meet Standards

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

N/O	MS	MMS	DNM	
			X 	1. Using knowledge of students to engage them in learning
			X 	2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
			X 	3. Connecting subject matter to meaningful, real-life contexts
			X 	4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
		X 		5. Promoting critical thinking through inquiry, problem solving, and reflection
			X 	6. Monitoring student learning and adjusting instruction while teaching

Mr. Johnson did not effectively use the knowledge of students or connect their learning to their prior knowledge to engage them in their learning.

- Mr. Johnson gave directions for a homework packet for 75 minutes without a break.
 - The math homework included fractions, percentages, and word problems. The students recently received their progress reports and the grade level team had agreed to have students determine their GPA, to make the learning relevant for the students. Mr. Johnson, who did not attend the March 30, 2011 grade level meeting, did not include this activity.
- 8 students were seen with their heads down (up to six at one time), one student was seen with her feet in her desk, other students were passing notes back and forth, many students were out of their seats for various reasons, and 5 students were playing with items on or in their desks.
- Many off task incidents took the teacher away from his instruction.
 - These activities included stapling four students homework packet that became unstapled and verbally redirecting five students from their off task behaviors.

YEAR 1
OBS #4
4/23/11

As a result, the instruction was disrupted by off task behaviors, and students were not engaged

Suggestions:

- Move about the room frequently, coming into close proximity to students who are off task and giving them personal, private reminders to keep the environment under control and focused on the lesson.
- Break up all instructional activities into small chunks of time (15 minutes maximum.)

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

N/O MS MMS DNM



1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully



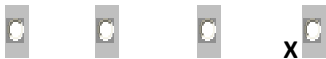
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students



3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe



4. Creating a rigorous learning environment with high expectations and appropriate support for all students



5. Developing, communicating, and maintaining high standards for individual and group behavior



6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn



7. Using instructional time to optimize learning

Mr. Johnson did not establish classroom routines and procedures or create a learning environment which encouraged constructive and productive interactions among students.

- The physical learning environment was aided by each student having a side pocket for paperwork attached to their desk. This appeared to be helpful in keeping student paperwork organized.
- Rules and procedures were posted on the wall for sharpening pencils and asking questions, but students did not follow them as posted.
 - 4 students sharpened pencils when Mr. Johnson was providing direct instruction.
 - No verbal redirection was provided by the teacher.
 - 2 students went to the restroom, at the same time, and were heard laughing outside of the classroom door.
 - They were brought back to the classroom by the instructional coach, who reported to Mr. Johnson that they were throwing water at each other in the restroom.

- Mr. Johnson told them they could not go to recess, and wrote their names on the board.
- At the conclusion of the lesson, when it was time for a.m. recess, Mr. Johnson asked them why they were staying in their seats; the students reminded him they had to stay and he said, "Just go, forget it; I have to go copy some papers and call my mechanic to see if my car's ready. I don't want to have to sit in here with you two."
- Not implemented fairly and there was continuous conflict between students and the teacher throughout the lesson.
- Students exchanged mechanical pencils throughout the lesson. Mr. Johnson did not comment and the students were in the first and second row. Mr. Johnson observed them, because he commented on the "cool" new pencils.
- When Christopher (a student sitting in the back by himself, without a group or partner) did, Mr. Johnson verbally reprimanded him in front of the class by saying, "This will cost you a warning (on the color chart), because it is your responsibility to have a pencil. If you need borrow a pencil then do it and sit back down!"
 - Mr. Johnson then proceeded to exchange words with male student, who thought it was unfair that he was singled out for discipline, when others were not.
- A female student (Jane) interrupted the exchange to say that male student had already been warned that same day, and he needed to change his color on the behavior chart.
- Other students chimed in to come to male student's defense, stating that others had exchanged pencils and had not gotten in trouble for it. Despite this, teacher made him change his color anyway.
- When students raised their hands, it was an equal mix of female and male students
 - At different times, 32 female hands were raised and 35 male hands were raised.
 - Mr. Johnson only called on female students.
 - The only male student he engaged with was the male student above, and that only was for disciplinary reasons.

As a result of the above interactions and conflicts, the instruction was interrupted continuously, and the environment was one of conflict and chaos.

Suggestions:

- Use equity sticks to ensure all students are called on and engaged in the checking for understanding.
- Use a respectful tone of voice with students when they ask a question.
- Do not engage in arguing with students.
- Do not allow students to discipline other students.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

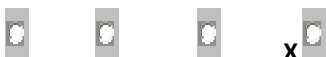
N/O MS MMS DNM



1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks



2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter



3. Organizing curriculum to facilitate student understanding of the subject matter



4. Utilizing instructional strategies that are appropriate to the subject matter

**YEAR 1
OBS #4
4/23/11**



5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students



6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

Mr. Johnson organization of his instruction did not facilitate most students' understanding of the subject matter. A specific example of this was when teacher was showing students how to divide using a subtraction problem. This was confusing to most students and is an example of how teacher did not organize the curriculum to support the students understanding.

- During the lesson, the majority of teacher's directions were given orally.
- When Mr. Johnson did give a written example on the board, many students were confused and raised their hands to ask questions.
 - Mr. Johnson stated, "Save your questions for recess; I have to finish this before the principal leaves."
- The observer asked two students if this was a review of what they had learned or new things that they would be learning next week.
 - They did not know, but one of the students said, "I don't know division yet." Introducing a new concept in this matter is not the best instructional practice.
- Although Mr. Johnson has a working Smart board in his room, he continues to not attend the PL offered monthly and therefore does not have the skill set to utilize this technology.
- There was no checking for understanding throughout the direct instruction.
- During the guided practice, Mr. Johnson walked the classroom, but avoided the back of the room and did not check in with X, who was still visibly upset. He has stopped crying, but was not attempting the assignment.
- Mr. Johnson looked at him and walked by.
- A female student in the back of the room tried to help Christopher and Mr. Johnson told her to, "Sit down unless you want to have detention with him after school."

As a result, students' understanding of division was not fully developed or confirmed.

Suggestions:

- Attend the PL offered monthly by the instructional coach and utilize the smart board.
- Utilize the smart board to check for student understanding of the instruction.
- Attend "Capturing Kids' Hearts" training; negative interactions with students are not acceptable and do not make subject matter accessible for students, especially struggling students.

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O MS MMS DNM



1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction



2. Establishing and articulating goals for student learning



3. Developing and sequencing long-term and short-term instructional plans to support student learning

YEAR 1
OBS #4
4/23/11



4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students



5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Mr. Johnson did not differentiate instruction to meet the various student needs in the classroom.

- Teacher's lesson plan listed journal writing for this time frame, yet what was discussed was the following week's homework packet.
- Standards were not noted in the lesson plan.
- A student pointed out during the lesson that two of the pages had been previously assigned to the class.
 - Teacher responded, "We have? Um, okay. Then do these for extra credit."

As a result, instructional time was not spent on the planned journal writing, and teacher instructed on some material that had already been covered. Moreover, instruction was not effectively presented concerning division concepts.

Suggestions:

- Attend weekly and monthly grade level planning sessions with teams regarding pacing chart and planning for mastery.

V. ASSESSING STUDENTS FOR LEARNING

N/O MS MMS DNM



1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments



2. Collecting and analyzing assessment data from a variety of sources to inform instruction



3. Reviewing data, both individually and with colleagues, to monitor student learning



4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction



5. Involving all students in self-assessment, goal setting, and monitoring progress



6. Using available technologies to assist in assessment, analysis, and communication of student learning

YEAR 1
OBS #4
4/23/11



X



7. Using assessment information to share timely and comprehensible feedback with students and their families

Mr. Johnson did not analyze assessment data from his students to inform his instruction or use it to assist the students in their learning.

- When students were confused about the numerous directions the teacher was giving, the teacher did not appear to notice and failed to adjust his instruction.
- Teacher continued with direct instruction without checking for the students' understanding.
- Three GLAS assessment have been administered, and Mr. Johnson has students from all performance bands, including FBB and Advanced, yet no differentiation of direct instruction or guided practice was provided for students; all students received the same instruction and the same practice work, even though they are performing, as per district and state assessments, at a wide variety of performance levels.

As a result, some students were not understanding or learning the division concepts and other students were not engaged because they had already mastered the concepts and were bored and distracted.

Suggestions:

- Utilize GLAS and CST data to differentiate guided practice.
- Break students up into groups based on skills not yet mastered, so they can master the concept and move on.
- Check for understanding using white boards; for students who are FBB or BB on GLAS leverage the "consensus and presentation" elements of BBF to ensure students are correctly engaging in the material.

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O

MS

MMS

DNM



X



1. Reflecting on teaching practice in support of student learning



X



2. Establishing professional goals and engaging in continuous and purposeful professional growth and development

X



3. Collaborating with colleagues and the broader professional community to support teacher and student learning

X



4. Working with families to support student learning

X



5. Engaging local communities in support of the instructional program



X



6. Managing professional responsibilities to maintain motivation and commitment to all students



X



7. Demonstrating professional responsibility, integrity, and ethical conduct

YEAR 1

OBS #4

4/23/11

Mr. Johnson is not using self-reflection, assessment, student results or feedback from supervisors to improve students' performance. The effectiveness of his instructional techniques and methods are deteriorating. He does not model professionalism in the classroom or demonstrate professional obligations to his students and colleagues.

- Continued negative interactions with students negatively impacts student motivation.
- Continued lack of attending grade level planning meetings ensures students are not allowed to keep up with peers on mastery of grade level standards.
- Students have digressed on performance bands, as per the 3 GLAS assessments administered this year.
- Parents have not been contacted regarding student performance; only 2 of your current 14 FBB students have a documented teacher communication with parent/guardian.

As a result, students are not benefiting from effective instruction.

Suggestions:

- Contact parents regarding student performance.
- Inform students of their mastery or lack of mastery of standards.
- Attend grade level meetings and planning sessions with the site instructional coach.

Side 2

Blank Page

Tab 4

Year 1 Preliminary

FRESNO UNIFIED SCHOOL DISTRICT
 CERTIFICATED EVALUATION
 2010-2011

Guidebook 90 Day Notice Case Study
 Year 1, Preliminary Evaluation
 4/17/12



☒ Preliminary Evaluation

☐ Summary Evaluation

AFFIX LABEL HERE	Course/Subject/Grade Level	School/Department	Date
Mr. James Johnson	3 rd grade	Harvard Elementary School	December 12, 2010
<input type="radio"/> Intern <input type="radio"/> Temporary <input type="radio"/> Probationary I <input type="radio"/> Probationary II <input checked="" type="radio"/> Permanent			

FRESNO UNIFIED SCHOOL DISTRICT PROFESSIONAL RESPONSIBILITIES
 (Assessed by reflection, observation, documentation, conference)

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experience, and interests
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Monitoring student learning and adjusting instruction while teaching

☐ Meet Standards Proficient
 ☐ Meet Standards Minimally
 ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson struggles with keeping students on task and engaged. He does not respond to student questions during direct instruction or guided practice. His only observed method of direct instruction is teacher lecture. He does not check for student understanding during direct instruction, and he does not adjust the pace of his lessons based on student feedback.

EVIDENCE:

- During only 22% (2 of 9) of classroom observations, Mr. Johnson used only one strategy to ensure equity of access for student engagement (equity sticks.)
- During 3 formal observations, Mr. Johnson's direct instruction exceeded 45 minutes. The direct instruction consisted of teacher lecture.
 - Mr. Johnson sat at the overhead and reviewed his overhead notes. During the direct instruction, students were observed off task (talking with their neighbors, texting on cell phones, writing notes, and playing at the pencil sharpener.)
 - 17 or 29 students were not taking notes in their journals, as instructed.
 - The off task behaviors included 9/29 students with their heads down on the desk, 2 students playing with a cell phone, 3 students passing a note between them, and 3 students working on their math homework.
 - During these same observations, the student independent practice was shortened from the planned 15 minutes to 5 minutes or less or it was eliminated altogether due to the teacher going beyond the established direct instruction time as outlined on the lesson plan.
- During 7 of 9 classroom observations, Mr. Johnson did not respond to or even acknowledge student questions.

- For example, on 11/14, during a formal observation a student stated, "I don't know how to find the answer," Mr. Johnson did not reply.
 - Mr. Johnson did not acknowledge the student's comment; he continued with his direct instruction and did not reply to the student's statement.
- On 12/4, during a formal observation, 4 students at the back of the room at their hands up and were stating, "Teacher, we need help."
 - Mr. Johnson did not respond. He told them to put their hands down.
- On 8/25, 9/3, 10/27, 11/4, and 11/18, Mr. Johnson did not respond to student questions.
 - Students had their hands up and were either sitting quietly or blurting out that they needed help. Mr. Johnson did not reply as he was walking around the room. The students, after 2-3 minutes, quit asking and continued on with the assignment.

IMPACT:

As a result, students do not receive differentiated instruction based on their questions, nor do they have opportunities to think about or discuss content. They do not have equitably distributed opportunities to practice with the content or build important knowledge and skills and therefore, they do not meet mastery of objectives.

SUGGESTIONS:

1. Direct instruction should be broken down into smaller chunks of time to keep the students engaged.
2. Reduce direct instruction time and provide time for students to practice critical thinking through inquiry and problem solving with peers by implementing, I do, we do, you do. This will ensure students have opportunity to engage in their learning and teacher will opportunities to adjust instruction, based on student's learning needs.
3. Monitor lesson pacing and provide opportunities for students to interact and discuss with peers and teacher what they are learning throughout the lesson.

CLAIM:

Mr. Johnson inconsistently states learning goals or objectives at the beginning of the lesson, or at the beginning of student independent practice.

EVIDENCE:

- During 6 of 9 classroom observations objectives were not posted, nor were they stated verbally; students did not know what they were expected to do during the independent practice phase of the lesson. Some examples include:
 - 10/27-Student stated to a group peer, "What are we supposed to do now? How come I don't have the papers you have?"
 - 10/30-Student asked Mr. Johnson, "What do I do now? I don't have the same assignment that the other group has. My partner is absent today so who should I work with?"
- During multiple observations, when Mr. Johnson finished with his direct instruction and students were asked to complete their independent practice, students did not know what to do for the independent practice phase of the lesson.
 - 9/3, 10/18, 11/14, 11/18, 12/4
 - 9/3, 41% (12 of 29 students) didn't know what to do for independent practice. This was evident by their responses; 6 of 12 were blurting out, "I don't have an RRJ!" "What's an RRJ?"
 - 9/3-In the back group, the students didn't have journals so they got reading books from the book shelf and began reading.
 - 9/3-The remaining 3 students worked on their spelling words.
 - 10/18, 64% (17 of 28 students) did not have their homework needed to complete the tasks during independent practice.

- 11/4, 52% (15 of 29 students) did not have their RRJ corrected and returned by the teacher. They had to wait until after recess so he could grade them. They spend the 10 minutes of independent practice time cleaning out their desks for extra credit points.
- 11/18, 38% (10 of 26) were able to complete the independent practice phase, based on their completed note handout. The other 16 students were sent to the library to check out a book.
- 12/4, 24% (7 of 29) were able to complete the independent practice phase of the lesson, based on their completed book report from 11/15. The remaining 22 students were sent to the computer lab to play games.

IMPACT:


As a result, students do not see the connection between the activities within the lesson and the objective, leading to student confusion about what they are learning and why, and what they are expected to do. Students are removed from independent practice and allowed to engage in library and computer time, resulting in missed opportunities to independently engage in the content and master the objectives.

SUGGESTIONS:

1. Write objectives in student friendly language and review them at the beginning of each lesson with students so students have a clear understanding of what they are learning and what they should be able to do at the completion of the lesson.
2. Refer back to the objective throughout the lesson to provide students the opportunity to see the connection between what they are doing and how it leads to mastery of the stated objective.

STANDARD II: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

 Meet Standards Proficient

 Meet Standards Minimally

 Does Not Meet Standards

CLAIM:

Mr. Johnson has a lack of established routines and procedures in his classroom. He has not created an environment that promotes learning for each student, as he has not provided expectations, direction, or instruction to establish classroom routines, procedures, or norms for students regarding how to ask questions, submit work, request restroom privileges, or get make up work when absent.

EVIDENCE:

- During 9 of 9 observations, students were observed off task, blurting out responses, getting up out of their seats, without permissions, and talking over each other and the teacher.
- During 9 of 9 observations, Mr. Johnson redirected the same three male students, 4 times or more.
- On 9/10, following an informal walk through, Mr. Johnson was asked to provide the administration with a copy of his classroom management plan, including procedures and expectations for student conduct and behavior when entering and exiting the classroom, turning in homework, asking questions, and getting make-up work.
 - Mr. Johnson received a memo of concern for not submitting the above as requested.
 - On 10/3 a sub was provided and Mr. Johnson and the vice principal worked on his classroom

expectations together, as well as a communication plan to share the expectations with students and parents and administration.

IMPACT:

As a result of the lack of established routines and procedures, Mr. Johnson has created an environment in which student learning is not maximized.

SUGGESTIONS:

1. Teach classroom expectations quarterly with students and review via home communication with parents/guardians, and also with parents/guardians during parent teacher conferences.
2. Attend and utilize Safe and Civil training and strategies.
3. Collect data on which types of behavior issues disrupt instruction by week, and review and analyze classroom procedures and routines to ensure those areas are addressed within the agreed upon classroom procedures.
4. If they do not align, adjust as necessary and communicated any adjustments to administration, students, and parents/guardians.

CLAIM:

Teacher wastes instructional time by redirecting students with a verbal reprimand delivered through an outburst of yelling and/or sending students to the office due to off task behaviors. He does not clearly define and model his expectations for student behavior. Male students are disproportionately sent out of the learning environment and Mr. Johnson interrupts instructional time redirecting off-task student behavior.

EVIDENCE:

- Mr. Johnson has had 14 conduct referrals from his classroom this semester, between August 22 and December 15, and all have involved inappropriate behaviors and interactions between male peers. No female students have been sent to the office. One male student has been sent to the office 5 times on a conduct referral, yet when the principal or vice principal contacts the parent, each time they are told no contact has been made by the teacher.
- During the 11/14/10 lesson, 15/27 students were observed playing with various objects, including but not limited to cell phones, paper plans made out of classroom work sheets, small toys, and paper footballs that were flicked across the classroom between 5 students throughout the direct instruction portion of the lesson.
 - Teacher did notice they were off task 5 minutes into his direct instruction and refocused them, which temporarily stopped the behaviors, but five minutes later the behaviors started again by 10 of the 15 students and Mr. Johnson did not correct the misbehavior during the remainder of his lecture.

IMPACT:

As a result, the classroom environment is not a place where students' learning is maximized. Student behavior expectations are not established so students cannot achieve teacher's expectations. Students often ignore teacher's directions to follow him during direct instruction and do not master lessons, skills, or standards.

STANDARD III: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of subject matter
- Using instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English Learners and students with special needs to provide equitable access to the content

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not know or use the full range of materials, resources, and technologies provided by the site and district.

EVIDENCE:

- During 7 of 9 observations of a 55 minute history class, Mr. Johnson stood at the front of the classroom and verbally presented material for 30-42 minutes.
- During these presentations, students were falling asleep and off task, as evidenced by 90% or more of the students not paying attention.
 - Following the 30-42 minutes of lecture, students were given a worksheet and asked to answer true false questions, matching, and 3-5 short answer questions.
 - When questioned, students were unable to articulate what they were learning or why they were learning the material.
- Mr. Johnson has been invited to attend smart board training monthly in September, October, and November, 2011.
 - As of today, December 9, 2011, he has not attended.

IMPACT:

Students do not have equal access to new or required instructional resources available to support their learning.

SUGGESTION:

1. Attend smart board training in the month of January and schedule a follow up meeting to review your new learning with the principal.
2. Include the use of the smart board in your math lesson plans for the month of February.
3. The use of the smart board should include opportunities for students to come up to the smart board and present their problem solving strategies to their peers.

CLAIM:

Mr. Johnson does not understand when and how to differentiate instruction for English Learners or students with special needs.

EVIDENCE:

- During 7 of 9 observations, English Learner students were placed at the back of the room without any access to the teacher or an English speaking peer.
 - During all 7 of the observations, the students were speaking quietly amongst themselves trying to figure out what Mr. Johnson wanted them to do.
 - 6 of the 7 times this was observed, Mr. Johnson told them to quit speaking in Spanish and to complete their worksheet.
- During 4 of the 9 observations, 2 students with IEPs that contained modifications for extra time and

written instructions were not provided with these mandatory accommodations.

IMPACT:

As a result, students do not have a full understanding of the concepts being taught as evidenced by their 85% FBB and BB ratings on GLAS 1.



STANDARD IV: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instructional
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not establish or articulate clear goals for student learning. He does not plan instruction that incorporate appropriate strategies to meet the learning needs of all students

EVIDENCE:

- During 9 of 9 observations, Mr. Johnson did not state a learning goal or objective.
 - During 7 of these 9 observations, student questions included the following quotes: "Why are we doing this again?; we did this worksheet with the substitute last week." "Mr. Johnson, I don't know how to do these math problems. Why don't these look like the problems we did yesterday?"
- During the principal/teacher review of lesson plans for the first 6 weeks of school on 10/7, Mr. Johnson did not include any established goals for student learning for individual lessons or for units of instruction.
- During the one day (11/14) when teacher did mention a learning goal during an observation, the students did not have a clear understanding what they were expected to achieve, as evidenced by their questions and confusion about what a learning goal actually was and why they needed to know the learning goal.
 - Student questions and comments included the following?
 - "I don't know what we are doing?"
 - "My mom wants me out of this class."
 - "Mr. Johnson, we did this with the substitute after Thanksgiving."
 - "Why do we have a learning goal today and not the other days?"
 - "We never learn anything in this class!"
- The 11/14 learning goal stated on the board, "students will complete addition and subtraction of fractions."
- During 9 formal and informal observations, Mr. Johnson did not provide any differentiated instruction for the 7 English Learner students or for the 3 RSP students. These 10 students all sit in the back half of the room, on the left side, and when they are put into groups; they are not allowed to assist each other. They are expected to be quiet and raise their hand if they need assistance.

IMPACT:

As a result, students do not experience a challenging learning environment that ensures equitable exposure to rigorous subject matter expectations.

SUGGESTIONS:

1. Begin your classroom instruction with verbally stating and explaining clearly articulated learning

goals in student friendly language.

2. End your classroom with a closure activity that allows students to summarize their learning and that aligns to the clearly articulated learning goal.
3. Chunk instruction and check for student understanding at the end of small chunks of instruction; adjust instruction based on student mastery.

STANDARD V: ASSESSING STUDENT LEARNING

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not monitor progress of individual or group achievement or use assessment to provide comprehensible and timely feedback to his students/parents/guardians regarding their concerns.

EVIDENCE:

- On 9/13, two students responded with the incorrect answer and Mr. Johnson did not correct their answer. Instead, he went on to ask other students. The fourth student selected still had the incorrect answer. Mr. Johnson stated, "No, that's still not right!" and put the correct answer on the overhead.
 - Students corrected their worksheet by erasing their incorrect answer and putting down the correct answer, but no explanation as to how and why their answer was incorrect was given to the students.
- On 10/16, during a formal observation, Mr. Johnson did not correct students' incorrect responses during the math lesson. During the direct instruction, students were completing problems independently, and then volunteering to come up to the board and complete the problem for the class. 5 students were up at the board completing long division math problems with decimals. 3 of the 5 examples by students on the board had errors in subtraction and/or multiplication, and Mr. Johnson did not catch the errors or correct them. Students with the correct answer on their paper changed their paper to reflect the incorrect examples on the board.
- During parent/teacher conferences on 10/28 and 29, 17 of 27 parents verbalized concerns about not having any prior knowledge that their child was failing (D or F) in math. When asked by the parents why he had not contacted them until today (the day of the conference,) Mr. Johnson replied, "I knew you were coming in this month so I decided to wait until today to let you know." He then added, "Your child isn't the only one failing. I had too many students failing so I thought I'd just let you all know during conferences."
 - As a result of Mr. Johnson's parent/teacher conferences, 3 different parents scheduled meetings with the principal or VP to voice their concerns about his lack of communication regarding their child's lack of performance.
- On 11/14, during an observation, some (3) students were provided feedback on how to multiply using tiles, but others (8 with their hands up) were not.
 - While he was walking around the classroom, he directly observed two EL students who appeared confused, but he did not provide them feedback; instead he walked on to the next group.

IMPACT:

As a result of Mr. Johnson not communicating with parents, parents are unaware of their child's lack of

performance and they are unable to provide at home assistance with their child in the areas where they are not proficient. Mr. Johnson's parents do not trust his ability or willingness to communicate with them, and request meetings with administration to request classroom changes or additional tutoring for their children.

CLAIM:

Mr. Johnson does not adjust his instruction based upon student performance on GLAS assessments.

EVIDENCE:

- Mr. Johnson is required to submit monthly lesson plans for the upcoming month. He submitted his lesson plans for the first semester in September.
- Following GLAS 1 results in October, when 15 of 21 students were identified FBB or BB in 7 of 9 tested math standards, his succeeding lesson plans did not change from what was submitted in September.

IMPACT:

As a result, not all students are provided adjusted instruction based on assessment results to propel their learning to meet mastery of standards.

CLAIM:

Mr. Johnson does not prepare for or actively participate in reviewing assessment data in preparation for Accountable Community meetings.

EVIDENCE:

- During all 5 Accountable Community Meetings, Mr. Johnson has not brought his student achievement data (GLAS or CST) and therefore, has been unable to engage in the discussions with peers regarding his students lack of performance.
 - At an Accountable Community meeting on 12/1/10, as team members reviewed their GLAS math results, the teacher did not bring GLAS summary pages to the meeting as expected. Teacher stated that he couldn't remember how to find them in AIS.
 - At a subsequent AC meeting on 12/8, the teacher brought the report, but could not accurately identify the percentage of proficient students in the class, nor identify the weakest performance areas for the class.
- The CST to GLAS summary from AIS showed that 15 of 21 students had dropped a performance level from their previous CST level to the first GLAS in ELA.
 - 12 of 21 students had dropped a level in Math.
 - When asked what might have led to this drop, the teacher replied that "the standards assessed for GLAS do not match the important things that kids need to know, so I don't teach those skills."

IMPACT:

As a result, students do not receive the benefits of Mr. Johnson collaborating with teacher peers to adjust his instruction to align with student strengths and learning needs, based on assessment results.

SUGGESTIONS:

1. Review and analyze individual student GLAS data and whole class GLAS data to adjust instructional planning.
2. Schedule a meeting with the VP within the next month to review your lesson plan alignment with student achievement results for 2nd semester.
3. Attend and actively participate in Accountable Community meetings, identifying actions you will implement that will inform your planning, instructional delivery, and assessment of student learning.
4. Meet with the principal during the next month to review your lesson plans for actions addressed in #3

above.

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson minimally collaborates with colleagues and administration and rarely participates in staff and grade level meetings or suggested professional development opportunities.

EVIDENCE:

- Mr. Johnson did not attend planning meetings with his grade level peers on 8/19, 9/1, and 10/2.
- Mr. Johnson left early (20-40 minutes average) or arrived late (10-15 minutes) to all of the grade level planning meetings.
- Mr. Johnson was invited to but did not attend three different Smart board training sessions offered to him during the 1st semester.
- Mr. Johnson has not attended the math or ELA grade level planning sessions, even though subs have been provided.
- On 10/4 he did not attend pre-arranged professional learning because he failed to call in the sub, even though an event number had been provided in August.
- On 11/2, he did not report to work when a department planning day was scheduled. Mr. Johnson called in a personal absence day.

IMPACT:

As a result, Mr. Johnson's students do not benefit from any collaborative planning or data assessment review with the grade level peers, and their learning opportunities are not at the same level of grade level rigor as the other 3rd grade classrooms.

CLAIM:

Mr. Johnson does not model professionalism with communicating with students, parents and staff.

EVIDENCE:

- On 9/30/11, Mr. Johnson received a memo of concern for not submitting classroom expectations by the due date.
 - Site administration provided a sub release day so Mr. Johnson could complete the request.
- Parents contacted Principal Williams on five different occasions during 1st semester regarding Mr. Johnson not returning phone calls or emails.
- Teacher called in sick during the week of parent conferences and did not meet with parents.
- Limited notes were sent to students/parents/guardians, but teacher did not return calls from the parents who attempted to reschedule the conferences.
 - The vice principal had to reschedule and run the conferences based on communication with Mr. Johnson.

IMPACT:

As a result, parents/guardians are not leveraged to support student learning and students are not experiencing

progress in their learning.

SUGGESTIONS:

Communicate classroom expectations and District (GLAS) and classroom assessment results with students and parents/guardians.

Attend grade and team planning meetings.

Attend smart board training in January with the site instructional coach.

Review the Board Policy 1265, Civility.

DATA SOURCES ON WHICH EVALUATION IS BASED: (e.g., reflection, documentation, observations, (formal and informal) lesson plans, student work, conferences:

A-Classroom walkthroughs (10) on 8/25, 9/3, 9/13, 10/15, 10/18, 10/27, 10/30, 11/4, 11/18, and 12/3.

B-Formal observations (3) on 10/16, 11/14, and 12/4

C-Student conferences on 10/28, 10/29

D-Memo of Conference on 10/25

E-Lesson plans collected for weeks of 9/6 and 10/6

F-Class expectations sent home to parents and to office on 8/14

EVALUATOR'S OVERALL COMMENTS:

CSTP 1-Engaging and Supporting ALL Students in Learning-DOES NOT MEET STANDARDS

CSTP 2-Creating and Maintaining Effective Environments for Student Learning-DOES NOT MEET STANDARDS

CSTP 3-Understanding and Organizing Subject Matter for Student Learning-DOES NOT MEET STANDARDS

CSTP 4-Planning Instruction and Designing Learning Experiences for ALL Students-DOES NOT MEET STANDARDS

CSTP 5-Assessing Students for Learning-DOES NOT MEET STANDARDS


CSTP 6-Developing as a Professional Educator-DOES NOT MEET STANDARDS

If the Preliminary Evaluation for a permanent Bargaining Unit member indicates that said member is not meeting standards he/she shall choose one of the following options:

See Collective Bargaining Agreement

☐ Option 1 ☐ Option 2 ☐ Option 3

Article 16, Section 1(5) (c)

PRIMARY EVALUATOR'S SIGNATURE: 	DESIGNATED EVALUATOR'S SIGNATURE:	EVALUATEE'S SIGNATURE:
EVALUATOR'S ID NUMBER:	EVALUATOR'S ID NUMBER:	PRINT NAME:
DATE:	DATE:	DATE:

The evaluatee's signature does not indicate agreement. A written response may be submitted within ten (10) days. (Revised 12-02-07)

Tab 5

**Year 1 Summary
Evaluation**

FRESNO UNIFIED SCHOOL DISTRICT

CERTIFICATED EVALUATION

2010-2011

Guidebook 90 Day Notice Case Study

Year 1, Summary Evaluation

4/17/12

☐ Preliminary Evaluation

☒ Summary Evaluation

AFFIX LABEL HERE	Course/Subject/Grade Level	School/Department	Date
Mr. James Johnson	3 rd grade	Harvard Elementary School	5/9/2011
<input type="radio"/> Intern <input type="radio"/> Temporary <input type="radio"/> Probationary I <input type="radio"/> Probationary II <input checked="" type="radio"/> Permanent			

FRESNO UNIFIED SCHOOL DISTRICT PROFESSIONAL RESPONSIBILITIES
(Assessed by reflection, observation, documentation, conference)

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experience, and interests
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Monitoring student learning and adjusting instruction while teaching

☐ Meet Standards Proficient
 ☐ Meet Standards Minimally
 ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson continues to not engage students in their learning, with little or no monitoring of student learning or adjusting instruction while teaching. Instructional strategies are limited to lecture and worksheets and learning time continues to be wasted on non-instructional, management activities.

EVIDENCE:

- During 16 of 21 classroom walkthroughs, Mr. Johnson did not respond to students with questions and continued instruction even when students were disengaged and off task (on cell phones, writing notes and texting, drawing in a reading response journal, and cleaning out their desk.)
- Direct instruction during 4 of 5 formal observations was 42-50 minutes in length.
 - Only once (12/18/10) during this time period did Mr. Johnson ask if students had any questions, and even then when 4 students raised their hands, he only called on one student sitting in the front row.
 - The other three students were not acknowledged.
- On 4/23/11, 10 of 20 minutes of teacher instructional time was spent on activities including the collection of student homework, the passing out of a previous assignment to a student who had been absent, and the stapling of four students' homework packets that were unstapled.
- During his 3/20/11 formal observation, 5 students told teacher that they did not understand the lesson, but teacher continued with the planned direct instruction without modification.
- During 9 of 21 classroom walkthroughs Mr. Johnson was observed assisting students with locating lost homework packets in his desk for anywhere from 3-8 minutes, and during this entire time, the rest of the class did not have any direction as to what they should be doing.
 - Students were either were talking off task or misbehaving.
 - These behaviors were not addressed or noticed by Mr. Johnson.

IMPACT:

As a result, students continue to be inconsistently engaged in instruction or learning. They do not have opportunities to engage actively with their learning, which impedes their opportunities to master the content and increase and/or maintain their level of student achievement.

SUGGESTIONS:

1. Leverage checking for understanding during your instruction, through such activities as think/pair/share, reflection questions, and journal responses to check for various levels of understanding and determine instructional needs for future lessons based on students' understanding of daily instruction.
2. Monitor and adjust your direct instruction into smaller chunks of time (8-10 minutes max) to keep the students engaged. Following a max of 8-10 minutes of your direct instruction, provide students with time to process, through responses to questions that they share with a peer or table group, through a quick write, or by applying the concept and then verbalizing their findings with a peer or a small table group.
3. Utilize a Smart board, rather than the white board, as this will help keep the students engaged and on task longer, and you'll be able to face the class throughout the lesson. The Smart Board will also provide the students an opportunity to present and model problem solving and critical thinking to their peers.

STANDARD II: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not share responsibility with the students for promoting positive behaviors or establishing preventions of disruptive behavior. Routines have not been established for ensuring students meet teacher's expectations. Instructional time is wasted by redirecting students concerning their off task behaviors, instead of clearly defining his expectations for their behavior beforehand; students are frequently permitted to commit inappropriate off task behaviors without correction. Teacher frequently makes negative comments in a harsh tone of voice to his students in the classroom and rarely makes affirming, positive comments to students who do well.

EVIDENCE:

- During 14 of 21 informal walk throughs, while teacher was delivering direct instruction, students were observed in various modes of being off task which includes the following: talking while the teacher was instructing, getting up out of their seats and playing near the reading area and texting on a phone during instruction.
- At no time during the above observations did Mr. Johnson redirect the behaviors, even when other students notified him of the off-task behavior.
- For example, on 11/14/10, during the onset of the guided practice, Mr. Johnson asked students to

turn their papers over to begin to do problems by themselves and three students did not turn their papers over.

- When Mr. Johnson asked the students to follow the guided practice routine, three students asked, “What’s guided practice?” Another student asked, “What’s a routine?” At approximately 10:25, (31 minutes into the lesson) students began to get off task. One student began to play with the papers in his desk. Teacher did not correct or give him feedback. By 10:41, seven of 24 students were playing with various objects.
- Mr. Johnson noticed the students were off task and rang a bell, asking the students to “freeze” to refocus them. This temporarily stopped the off task behaviors, but then the students began the same behaviors again five minutes later.

IMPACT:

As a result, students lose instructional time and do not have equal access to grade level content as their peers receive in other classrooms, as evidenced by their low performance results on the GLAS I, II, and III. No clear expectations for behavior appear to have been established.

CLAIM:

Mr. Johnson does not promote an environment where each student is fairly treated. Female students are called upon to respond to questions, while teacher interactions with the male students are limited to verbal reprimands for their behavior. Some students receive discipline for their actions, while others are permitted to commit the same infractions without penalty. Students are cautious about informing him of inappropriate behavior and the classroom learning environment is apprehensive and fearful, as students are worried about Mr. Johnson's reactions. The classroom environment is not a place where there is establishment or maintenance of a safe, physical, intellectual, or emotional learning environment for all students.

EVIDENCE:

- During all 26 formal and informal walk throughs, both male and female students raised their hands to respond to questions. Mr. Johnson was observed only calling on female students’ questions during direct instruction and guided practice, 100% of the time. No male students were called upon during any of the 26 formal and informal observations.
- During 15 of 21 informal walkthroughs the 3 of the 5 formal observations, Mr. Johnson's only strategy to redirect off task behavior was to yell at students while making a negative comment to them.
- For example, on 1/18/11, 3 male students on the front left side of the classroom had their hands up and were never addressed, as Mr. Johnson continued to yell at the students (both male and female) who were misbehaving vs. addressing the students who were attempting to engage in the instruction.
- During this observation many (14 in the first 9 minutes, 32 during the entire 59 minute lesson) negative corrections were continually made by teacher to students, because the students were not on task.
 - The comments included the following to a male student: “Sit down!” (Loud voice used by Johnson.), “The back of this class is not going to recess! I don't care if you never go to recess until spring break!” and "I'm so tired of all of you and your questions! Can't you just figure it out on your own?"
- Another example includes the following:
 - On 2/24 during an informal walk through, a male student in the front row turned to another student and said, "Stop talking. It's a quiz."
 - Mr. Johnson heard this and told one of the two students who were talking to move to the back table and complete his quiz there. Two minutes later, a female student sitting near the back left side of the room informed Mr. Johnson that the two boys who moved to the back were still talking during the quiz, and he responded by telling her, "Just ignore them." He did not address the boys and their continued talking during the quiz.

- Mr. Johnson did not get up from his desk. When Mr. Johnson went back to reading his book, the boys (who sat right behind her) began teasing the girl, calling her a snitch in a loud whisper.
- The VP could hear this and she was on the other side of the room, near the front of the room. The boys called her a snitch 3 times, in a loud whisper, laughing, before the vice principal moved them next to her for the remainder of her classroom observation.

IMPACT:

Due to the methods Mr. Johnson uses to redirect behavior, students are cautious about informing him of inappropriate behavior of peers and the classroom learning environment is apprehensive and fearful, as students are worried about Mr. Johnson's reactions. His continued waste of instructional time when having to redirect students' behavior results in students having limited access to content curriculum.

STANDARD III: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of subject matter
- Using instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English Learners and students with special needs to provide equitable access to the content

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not differentiate his instruction for students with special needs or English Learner students. His organization of curriculum does not facilitate student understanding of the subject matter. Teacher also does not consistently ensure access to the critical concepts and themes in the academic content standards or utilize state curriculum frameworks for students. Students are often confused by teacher's lack of direct instruction about what they are doing and why.

EVIDENCE:

- During 71% (15/21) of informal walkthroughs, Mr. Johnson did not provide any differentiated support for students during the independent practice phase of the lesson, even though there are FBB, BB, B, P and A students in his classroom.
 - All students were working from the same text book, and the instructions to students were to read the 12 page chapter (in 15 minutes) and answer the questions.
 - The FBB and BB students were in the back of the classroom; Mr. Johnson did not stop by their desk to check if they had questions.
 - He called two students up to his desk because they raised their hands; he then did the questions with them by having them quietly read the question aloud, and he then would go back into the chapter to show them where the answer was located.
- During 52% (11/21) of informal walk throughs, Mr. Johnson transitioned into the closure phase but did not explain to the students what they were supposed to be doing for the closure activity.
- On 1/21, students were supposed to pair up with an "elbow partner" and explain the main idea of the story to each other, the other student was to write what they heard the other person stating was the main idea, and then repeat it back to their "elbow partner."
 - 3 groups of students had to be sent out during this closure activity because students had not heard the term "elbow partner" and they began elbowing each other.
 - One student was elbowed in the eye and had to be sent to the nurse's office.
- During 57% (12/21) of informal walkthroughs, Mr. Johnson did not have an objective posted.
- During 43% (9/21) of informal walkthroughs, Mr. Johnson had an objective posted, but he did not

review it during the beginning of the lesson or at any time during the lesson.

- During 11 of 21 informal walk throughs, Mr. Johnson's closure activity consisted of students writing sentences in their subject area journal.
 - The verbal prompt from Mr. Johnson was, "write down what you learned today."
- Upon the principal's review of the journals as students were writing, responses ranged from copying the objective on the board (but the student was unable to explain the objective when asked,) to writing non-responsive answers, such as a list of friends, a to-do list, and "I don't know what I learned."

IMPACT:

As a result of his lack of curriculum knowledge, students are not taught the core frameworks and the standards are delivered inconsistently or not all, resulting in limited student academic progress. Students are often confused by teacher's presentations and they do not have a full understanding of the concepts being taught, as evidenced by their continual low scores on GLAS, (GLAS 1, 72% of the students FBB or BB, GLAS 2, 75% of the students FBB or BB, and GLAS 3, 85% of the students FBB and BB,) as compared to their grade level peers. (GLAS I, II, and III had the highest number of 3rd grade students scoring FBB or BB, even though upon entering the year, Mr. Johnson had an equal distribution of students within the performance ranges (29 % P/A 42% B, 17% BB, and 12% FBB.)

STANDARD IV: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instructional
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson does not establish or articulate learning goals for students, which results in students wasting valuable instruction time by either working on standards they are not ready for, or reworking on standards they have already mastered. His instruction is a "one-size-fits-all" approach, and there is no differentiation to his instructional delivery, student independent practice, or student assessments.

EVIDENCE:

- During all informal and formal observations, the learning goal was not mentioned by the teacher or the students throughout the lesson.
- During a formal observation on 4/23/11, when a student pointed out during the lesson that two of the pages had been previously assigned to the class, Mr. Johnson did not adjust the lesson.
 - He stated it would do them good to "do them again as most of you didn't get it anyway."
- During a formal observation on 1/18, while teaching present tense verbs, the students asked questions such as "What's a verb?" "How can a verb be a birthday present?"
 - Mr. Johnson responded with, "A verb is the word in the sentence that does something."
- When students still showed they did not understand, he stated, "You should have learned this last year." "Keep listening and you'll get it by the end of the class."
- During a formal observation debrief with Principal Williams, when she asked him to reflect on how he thought the math lesson on fractions went, he responded with, "I thought I planned a good lesson. The problem was the kids didn't remember the day before when we were doing percentages and even though I told the students percentages were another way to write a fraction, they didn't carry that over to the lesson you observed."
- When Ms. Williams asked him if he thought reviewing the previous day's lesson at the beginning,

when introducing the objective and would that possibly been value added he responded with, "Why would I waste time doing that? I had just told them the day before those percentages were fractions. I know I have a low class, but they aren't so dumb that they can't remember something I said from the day before!"

IMPACT:

As a result of his lack of planning instruction based on student learning needs, students are not taught the core frameworks and the standards are delivered inconsistently or not all, resulting in limited student academic progress, as evidenced by the GLAS I, II, and III results for all third grade classrooms.

SUGGESTIONS:

1. Follow the Classroom Foundations lesson plan structure.
2. Review the Accountable Learning Community questions when reflecting on your classroom instruction, paying particular attention to "How will I know students have learned the objective?" and "What will I do when they have learned it?" and "What will I do when they have not learned it?"
3. Attend all Accountable Community meetings. This will allow you to reflect with grade level peers, share lesson plans and ensure that your students are receiving content and reading material aligned with the other 3rd grade classrooms.
4. Check for student understanding throughout the lesson; chunk instruction in 15 minute segments and check for student understanding before proceeding with next steps and/or concepts.

STANDARD V: ASSESSING STUDENT LEARNING

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson rarely assesses student learning strategically or systematically throughout his instruction nor does he communicate feedback with students or parents. He does not monitor progress of individual student achievement during a lesson and proceeds with his direct instruction even when students are confused. Even when he does monitor student learning, he does not consistently provide assistance to all students.

EVIDENCE:

- During 20 of 21 informal walkthroughs, Mr. Johnson did use the smart board to allow for students to demonstrate their understanding or lack of understanding of the lessons.
- During his 11/14/10 formal observation, 3 of 12 students were provided feedback on how to multiply using tiles, while 9 of the 12 who had their hands up with questions were not given a response or acknowledgement.
- During his 1/18 formal observation, teacher appropriately attempted to move students toward the achievement of required third grade state standards for language arts; however, he did not assess the students' learning capabilities nor modify his instruction to assist students prior to their breaking into groups, which was 45 minutes after the direct instruction phase of the lesson.
- During his 3/20/11 formal observation, during a lesson on the multiplication of fractions, teacher went into reducing and adding mixed fractions before students clearly understood the adding of fractions.

- During this same observation, teacher had students write down an answer on a sheet of paper, which was a good strategy to assess the students learning, but he did not check the answers for accuracy.
- During his 4/23/11 formal lesson concerning a homework packet, Mr. Johnson did not appear to notice that students were struggling to understand the division concepts.
 - He continued direct instruction without checking for the students' understanding and a review of student work submitted showed that of the 20 papers reviewed, no students had more than 3 of the 25 problems correct.

IMPACT:

As a result, students do not receive the same rigorous content as their grade level peers, and they do not master content and grade level standards as per the 3 GLAS assessments for the 10-11 school year and students and/or parents/guardians are not kept aware of student progress and instruction is never adjusted based on formative assessments of student understanding. Even a quick scanning of each row of students would have allowed him to determine student accuracy and allow him to adjust his instruction, as needed. Students are not mastering grade level content at the same rate as their grade level peers, as evidenced by 3 GLAS assessments in 10-11 where the majority of students (75% or more) scored below the site and district averages in the tested standards.

CLAIM:

Mr. Johnson does not utilize student achievement data nor collaborate with grade level peers to analyze student achievement data and compare the instructional delivery and focus areas that result in student achievement results on GLAS and classroom assessments.

EVIDENCE:

- At a grade level Accountable Community meeting on 1/13, when asked for a summary of the year's GLAS results to be used as a gauge of student learning, the teacher replied that he rarely looks at the results, because by the time students are finished testing, he has to "move on" to the next standards in the pacing guide
- When asked to pull them up on AIS, the Teacher was unable to correctly log in.*
- All notes from the 5 grade level Accountable Community meetings show that Mr. Johnson never identified struggling students, even when that was the identified task of the group.
- For example, during a grade level Accountable Community Meeting, when asked what might have led to his students' drop on GLAS, the teacher replied, "I wasn't tracking students' progress in that way."
- (**Note: As per the Accountable Community Norms and Agreements for Harvard Elementary School, all teachers have agreed and signed the document stating they will bring their formative and summative student achievement data to each AC meeting, prepared to discuss, analyze, and get feedback from peers and provide feedback to peers regarding improvements and opportunities for improvements within the grade level.*)


IMPACT:


Students are not achieving at an equitable pace with their grade level peers. A review of the CST to GLAS summary from AIS showed that 13 of 21 students had dropped a performance level from their previous CST level to the first GLAS in ELA, and only 1 had gained a level. 17 of 21 students had dropped a level in Math.

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program

- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

 Meet Standards Proficient

 Meet Standards Minimally

 Does Not Meet Standards

CLAIM:

Mr. Johnson does not take the initiative to improve his teaching practice through collaboration, planning, and data review with peers. He does not reflect on fundamental aspects of the teaching practice which are necessary for his students to succeed. His students do not receive instruction developed through ongoing collaboration with the third grade teachers and he does not engage in or fosters reflection among colleagues for grade level and school wide impact on student learning. Parents are not kept informed about students' academic progress and he never discusses results, goals, or achievement with students, even though there is a school wide focus on target setting and a directive for teachers to have achievement meetings with students to allow students to set goals and monitor their own learning and understanding of key grade level concepts.

EVIDENCE:

- Mr. Johnson does not attend grade level planning meetings.
 - Of the 6 scheduled for the year, he only attended 2 full meetings.
 - 3 meetings he missed entirely and 1 meeting he left 30 minutes early.
- 18 of 24 students have dropped two or more performance bands, as per the 3 GLAS assessments administered this year.
- Parents have not been contacted regarding student performance; only 2 of the current 14 FBB students have a documented teacher communication with a parent/guardian.
- Notes from parent conferences proved there was no mention to parents/guardians as to what they could do to support the students in these gaps at home.

IMPACT:

As a result, student learning is stagnant or declining; 18 out of his 24 students are not achieving at basic, proficient, or advanced levels and the students do not have a classroom environment that is equitably as rigorous as the classrooms of their peers. Students in Mr. Johnson's classroom do not receive instruction developed through ongoing, reflective, data driven collaboration with the third grade teachers. Suggestions such as reviewing homework with students, reading with students in the evening and asking simple checking for understanding, what is the main idea, predict what the character will do next and why, would have been beneficial to students who were slipping in performance levels in ELA, but no suggestions were given to parents regarding addressing this area at home.

DATA SOURCES ON WHICH EVALUATION IS BASED: (e.g., reflection, documentation, observations, (formal and informal) lesson plans, student work, conferences:

A-Classroom walkthroughs (21) on 9/3, 9/13, 10/15, 10/30, 11/18, 12/3, 1/7, 1/14, 1/21, 2/2, 2/10, 2/17, 2/24, 3/1, 3/8, 3/17, 3/22, 3/29, 4/7, 4/14, 4/21

B-Formal observations (5) on 11/14, 1/18, 3/20, 4/23, 5/1

C-Student conferences on 10/28, 10/29, 1/23, 2/25, 3/29

D-Memo of Conference on 10/25

E-Lesson plans collected for weeks of 9/6, 10/6, 1/7 to 4/21

F-Class expectations sent home to parents and to office on 8/14

EVALUATOR'S OVERALL COMMENTS:

CSTP 1 - Engaging and Supporting ALL Students in Learning - Does Not Meets Standards

CSTP 2 - Creating and Maintaining Effective Environments for Student Learning - Does Not Meet Standards

CSTP 3 - Understanding and Organizing Subject Matter for Student Learning - Does Not Meet Standards

CSTP 4 - Planning Instruction and Designing Learning Experiences for ALL Students - Does Not Meet Standards

CSTP 5 - Assessing Students for Learning - Does Not Meet Standards

CSTP 6 - Developing as a Professional Educator - Does Not Meet Standards

If the Preliminary Evaluation for a permanent Bargaining Unit member indicates that said member is not meeting standards he/she shall choose one of the following options:

See Collective Bargaining Agreement

☐ Option 1 ☐ Option 2 ☐ Option 3

Article 16, Section 1(5) (c)

PRIMARY EVALUATOR'S SIGNATURE:	DESIGNATED EVALUATOR'S SIGNATURE:	EVALUATEE'S SIGNATURE:
EVALUATOR'S ID NUMBER:	EVALUATOR'S ID NUMBER:	PRINT NAME:
DATE:	DATE:	DATE:

The evaluatee's signature does not indicate agreement. A written response may be submitted within ten (10) days. (Revised 12-02-07)

Side 2

Blank Page

Tab 6

Year 2 Observation



Fresno Unified School District LESSON OBSERVATION FORM

Teacher: Mr. Johnson

School: Harvard Elementary

Supervisor: Principal Williams

Period/Assignment: Math

























Date: 11/19/11

LEGEND

N/O	MS	MSM	DNM
Not Observe	Meet Standards-Proficient	Meets Standards-Minimally	Does Not Meet Standards

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

I. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

N/O	MS	MMS	DNM	
			X 	1. Using knowledge of students to engage them in learning
			X 	2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
		X 		3. Connecting subject matter to meaningful, real-life contexts
			X 	4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
			X 	5. Promoting critical thinking through inquiry, problem solving, and reflection
			X 	6. Monitoring student learning and adjusting instruction while teaching

Mr. Johnson did not connect the students' learning to their prior knowledge or promote the students' critical thinking skills through the learning activity. Mr. Johnson was teaching a lesson about the making of clocks. The standards listed on the board did not match the actual activity. The opening was weak and did not include a review of the objective.





























- The objective was "students will be able to identify the minutes within a quarter, one half, and three quarters of an hour."
- Mr. Johnson told the students that they would be making clocks, but there was no connection to any prior learning. In fact, the lesson did not appear to be timely, since the students had been previously studying time to the minute for two weeks. (Making the manipulative clocks is typically an introductory lesson for telling time.)
- A total of 50 minutes was spent on this activity.
- 11 of the 32 students were off task at least twice during the lesson.

As a result, the lesson was not challenging enough to hold the all students' attention or to meet the students' diverse learning needs.

Suggestions:

Year 2
Observation #1

- Scaffold lessons and build upon students' prior knowledge.
- Post the objective, and explain the objective to students in both standards based language and student language that checks for and confirms students' understanding of the objective.
- Build upon students life experiences and connect instruction to students' daily life experiences.

II. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING				
N/O	MS	MMS	DNM	
			X 	1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
			X 	2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive Interactions among students
			X 	3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
			X 	4. Creating a rigorous learning environment with high expectations and appropriate support for all students
			X 	5. Developing, communicating, and maintaining high standards for individual and group behavior
			X 	6. Employing classroom routines, procedures, norms, and supports for positive behaviors to ensure a climate in which all students can learn
			X 	7. Using instructional time to optimize learning

Mr. Johnson did not promote a positive learning environment for all students, and classroom procedures were not enforced to address the off task behaviors of students. Teacher's overall tone was negative. He frequently pointed out individual mistakes from across the room but did not assist students

- Teacher stated, "That isn't right, what are you doing? Why are both hands on the clock the same size? That isn't what I told you to do!"
- Eight times, the teacher stated in a negative tone to students, "Not now!"
- Some individual students were verbally reprimanded in front of the entire class; "Corina, why don't you ever listen to the directions? "Carrie, I'm going to write a note to your mom in the agenda; you were told you need to listen when we met with her last week!"
- On two occasions, teacher reprimanded a male student, who both times put his head down in his hands. The teacher told him that he would have to "start over again" but did not offer him any assistance, so the same student was left to make the same mistakes again and did.

























Year 2
Observation #1

- Other students who messed up because they started ahead of the teacher were told, “I don’t care if you messed it up. Next time you’ll listen to me. Now you’ll just have to live with it.”
- As the lesson progressed, teacher appeared to be getting more frustrated, as did the students with his oral directions.
- Students began to get out of their seats to see if their pens were appropriate, to have the teacher check their clocks, or to tell the teacher that they “messed up.”
- There were no apparent, consistently enforced classroom procedures to address these behaviors. At times, the teacher would tell students to raise their hands, but few followed this rule.
- There were posted classroom rules and procedures, but the teacher did not enforce them. Neither positive rewards nor consequences were observed to be implemented by the teacher. The “Noise Chart” was on “Whisper”, but the students did not follow the chart at any time.
- The teacher mentioned to the observer that the chart should have been put on a different talking level.

As a result, the instruction was marked by constant disruptions, an emotionally unsafe environment, and an ineffective use of instructional time.

Suggestions:

- Use a civil tone of voice with students and do not yell at students.
- Follow the implementation of CHAMPS classroom routines and structures in your classroom.
- Redirect student behavior and maintain student engagement throughout instruction.
- Check for understanding throughout direct instruction and during guided practice.

III. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING				
N/O	MS	MMS	DNM	
			X 	1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
			X 	2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
			X 	3. Organizing curriculum to facilitate student understanding of the subject matter
			X 	4. Utilizing instructional strategies that are appropriate to the subject matter
	X 			5. Using and adopting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
			X 	6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

Mr. Johnson employed ineffective instructional strategies that did not ensure student understanding of the subject matter.

- Teacher used confusing, out of order directions such as, “Don’t put your 1 and 2 until you have your 3 and 9.”
- Materials were handed out by students, but teacher did not wait to give directions.





















Year 2
Observation #1

- This added to the confusion that was evidenced by students numerous comments, “Will this work?” or “Mr. Johnson, I messed up. Can I have another plate?”
- Teacher was continually demanding students not work ahead, yet he found this difficult to control or monitor.

As a result, some students did not fully understand the learning objective of making a clock, while others were not challenged by it.

IV. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

N/O	MS	MMS	DNM
-----	----	-----	-----

			X 	1. Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
		X 		2. Establishing and articulating goals for student learning
			X 	3. Developing and sequencing long-term and short-term instructional plans to support student learning
			X 	4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
			X 	5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students









Mr. Johnson did not plan a lesson which was based upon the students’ academic readiness and proficiency.

- This lesson did not appear to be based on student need.
- The students were able to quickly represent the time to the minute on their clocks, which led the observer to believe the lesson should have designed to be more challenging.
- The students had already mastered the concept before the lesson had begun.





















As a result, instruction was spent on an activity that was not standards-based (making clocks) and was below the academic proficiency level reached by the majority of students, who already understood how to tell time by the minute.

V. ASSESSING STUDENTS FOR LEARNING

N/O	MS	MMS	DNM
-----	----	-----	-----

			X 	1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
			X 	2. Collecting and analyzing assessment data from a variety of sources to inform instruction

**Year 2
Observation #1**





















		X 		3. Reviewing data, both individually and with colleagues, to monitor student learning
			X 	4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
			X 	5. Involving all students in self-assessment, goal setting, and monitoring progress
			X 	6. Using available technologies to assist in assessment, analysis, and communication of student learning
		X 		7. Using assessment information to share timely and comprehensible feedback with students and their families

Mr. Johnson ineffectively monitored students' progress in attaining the learning goal.

- For the majority of the lesson, teacher was monitoring the same small area where he delivered the majority of the lesson.
- On the other hand, some of the students would have benefited from teacher circulating around the room to check for understanding.
- This was only done after students had completed the activity incorrectly.

As a result, some students who would have been helped by more individualized instruction were left to make mistakes without assistance or guidance by teacher.

VI. DEVELOPING AS A PROFESSIONAL EDUCATOR

N/O	MS	MMS	DNM	
			X 	1. Reflecting on teaching practice in support of student learning
			X 	2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
X 				3. Collaborating with colleagues and the broader professional community to support teacher and student learning
X 				4. Working with families to support student learning
X 				5. Engaging local communities in support of the instructional program

Year 2
Observation #1



6. Managing professional responsibilities to maintain motivation and commitment to all students



7. Demonstrating professional responsibility, integrity, and ethical conduct

Mr. Johnson did not use self-reflection, assessment, student results or feedback from supervisor to improve students' performance. He did not demonstrate a high standard of commitment to student learning and the profession.

- Mr. Johnson has 11 FBB and BB students (combined) in his current classroom.
- Parent contacts are required monthly for all, and as of the 11/18/11 formal observation, only 3 parent contacts and conferences have been held. 8 have not been held or contacted.
- Mr. Johnson has not attended all grade level planning meetings. He missed the 8/21 meeting and was late 45 minutes to the September meeting and was sick on the day of the October meeting.

As a result, students are not making academic gains and Mr. Johnson is not improving his instructional delivery.

Tab 7

Year 2 Preliminary



FRESNO UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION
2011-2012

Guidebook 90 Day Notice
Year 2, Preliminary Evaluation



☒ Preliminary Evaluation

☐ Summary Evaluation

AFFIX LABEL HERE Mr. Johnson	Course/Subject/Grade Level X grade	School/Department Harvard Elementary	Date 12/10/11
<input type="radio"/> Intern <input type="radio"/> Temporary <input type="radio"/> Probationary I <input type="radio"/> Probationary II <input checked="" type="radio"/> Permanent			

FRESNO UNIFIED SCHOOL DISTRICT PROFESSIONAL RESPONSIBILITIES
(Assessed by reflection, observation, documentation, conference)

NOTE: THE EVALUATOR MAY ATTACH PAGES AS NEEDED TO COMPLETE NARRATIVE/COMMENT SECTIONS.

STANDARD I: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Using knowledge of students to engage them in learning
- Connecting learning to students' prior knowledge, backgrounds, life experience, and interests
- Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- Promoting critical thinking through inquiry, problem solving, and reflection
- Facilitating learning experiences that promote autonomy, interaction, and choice
- Monitoring student learning and adjusting instruction while teaching

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson uses limited instructional strategies, resources, and technologies to meet students' diverse learning needs.

EVIDENCE:

- During 11 of 15 formal and informal observations, Mr. Johnson did not utilize various learning technologies (such as smart boards) when providing direct instruction.
 - He stood at the front of the room and wrote on the white board but his notes on the board did not have any key words identified, they contained misspelled (rutines, divison, consenses, and objective) words.
 - His back was turned to students an average of 22 times for 10-25 seconds during the 30-45 minutes of direct instruction.
- Lesson plans collected for September and October had limited instructional deliver strategies; they were limited to teacher lecture and students completing worksheets.
- Student questions were limited to fact retrieval and did not allow for student opportunities to discuss with peers or teacher what they were learning or why.
- There was weekly scheduled computer lab time, but the learning objective for the computer lab time was "game time" and not tied to any grade level or subject area standard.
- During 4 of 6 observations during ELA instruction, students were observed independently looking up vocabulary words in the dictionary and writing sentences.
- Upon review of corrected assignments in their ELA vocabulary journal, students received points for completing the assignment.
- Of the 20 ELA vocabulary journals reviewed, all contained incorrect student understanding of the vocabulary word and incorrect use of the word in a sentence, yet all 20 student journals contained

30/30 points for each assignment and all students had "A+" grades for the 40% of their ELA grade that was represented by the ELA vocabulary journal.

IMPACT:

As a result, students are not engaged in the learning; they are not interested in the learning, nor are they provided equitable opportunities as their peers in the other 3rd grade level classroom, to think critically and pose or answer complex questions.

SUGGESTIONS:

1. Review the Purposes of Questions (p. 205) in The Skillful Teacher book and apply questions from 2 of the 4 areas in your lesson plans for January and February.
2. Schedule a meeting with me at the end of January to review the data you collect regarding student responses to the questions.

CLAIM:

Mr. Johnson fails to adjust instruction while teaching. He does not connect learning to students' prior knowledge backgrounds, life experiences, or interests.

EVIDENCE:

- During 11 of 13 walkthroughs, there was no adjustment of instruction based on students' lack of understanding of the curriculum.
- An example occurred on 9/1, when Mr. Johnson transitioned to the independent practice phase of the lesson, 27 of 30 students were confused as to what to do.
 - Their comments included, "I don't get this," and "Mr. Johnson, I need help."
- Mr. Johnson yelled at the class to "quiet down!" and told them to reread the directions that were written on the corner of the white board.
 - Two students put their heads down.
 - One girl who was new to the class as of the week before began to cry when Mr. Johnson yelled and he sent her to the office without a referral.

IMPACT:

As a result of his lack of adjustment to his instruction, students do not engage consistently or freely in the learning.

STANDARD II: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Using instructional time to optimize learning

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson continues to waste valuable instructional time in redirecting off task student behaviors throughout his instruction, rather than making clear to his class what the expectations are for behavior. Discipline is not implemented in a consistent and fair manner, and his continued combative tone with students creates a chaotic learning environment.

- Utilize a Smart board, rather than the white board, as this will help keep the students engaged and on

task longer, and you'll be able to face the class throughout the lesson. The Smart Board will also provide the students an opportunity to present and model problem solving and critical thinking to their peers.

- During 7 of 13 informal observations, Mr. Johnson sent students outside when they misbehaved, rather than redirecting their behavior.
 - The students were told to take their work outside and sit on the brick planter and complete the assignment.
- During only 5 of the 7 instances did Mr. Johnson leave the door open so he could continue observing the students.
 - On 4 of the 7 instances the bell rang for recess and the students left their paper on the brick planter and ran off to recess.
- During 1 of 3 formal observations on 10/24, Mr. Johnson redirected 3 students who off task and talking but he didn't refer to the classroom rules or initiate the agreed upon consequences that were posted on the wall.
 - The classroom rules/consequences state progressive discipline steps that include a teacher warning, detention at lunch or recess, a phone call to parent, and finally, a referral to the vice principal.
- On 10/24 Mr. Johnson sent the 3 students who were talking outside, and they proceeded to sit outside, continued with their talking and laughing, and were so loud that Mr. Johnson had to shut the window so they weren't disrupting the students who were working.
 - When one of the students asked him not to shut the window because of the heat, he sent that student to the office on a referral.
- During 1 of 3 formal observations on 11/14, Mr. Johnson's lesson allowed for 10 minutes of closure. The students were to share with a table partner what they learned in the lesson, what they still had questions, and what they wanted to study further.
 - When the students began the activity, Mr. Johnson reminded students on 14 different occasions to be quiet.
 - The noise level was raised and the students were unable to complete the closure activity.
 - After the 14 different requests to be quiet in the first 5 minutes of the closure activity, students sensed that Mr. Johnson was getting mad and they completed the closure activity independently, by responding to the 3 closure prompts in their journal.
 - 4 students put their heads down and did not engage for the remaining 5 minutes of the closure activity.

IMPACT:

As a result of his continued wasted instructional time, students are deprived of a learning environment that stimulates their thinking or ensures the environment is safe for them to engage in their own learning.

SUGGESTIONS:

1. Follow your classroom rules/consequences with fidelity.
2. Attend Safe and Civil Training and adjust your classroom/rules and consequences to reflect the training.
3. Schedule a 45 minute meeting with me before the end of the school year to review your classroom expectations and consequences for the upcoming school year.
 - a. Have a draft prepared that contains the fundamental elements of the Safe and Civil training, as well as a draft communication home to parents and students outlining your expectations for student behavior and the consequences for not following the agreed upon student behavior expectations.

CLAIM:

Mr. Johnson has created a classroom environment that is not physically, intellectually, or emotionally safe.

EVIDENCE:

- During 4 of 9 informal walk throughs during PE instruction, students were observed making fun of students who were struggling with the physical fitness test requirements of completing a set number of sit ups during a one minute period.
 - Mr. Johnson did not address the teasing and the VP had to step in and stop the bullying.

IMPACT:

As a result, students are exposed to ridicule and embarrassment by their peers and the behaviors are not addressed by Mr. Johnson when he observes them.

SUGGESTIONS:

1. Do not allow students to bully, tease, or harass other students. Teach the Character Counts! pillars with your students on a monthly basis.
2. Follow all District BPs and ARs regarding student and adult civility and anti-bullying; they are attached for your review. Please schedule a meeting with the VP and me to review how you ensure they are followed in your classroom.
 - a. BP 5138.1, Anti-Bullying
 - b. BP/AR 5144, Discipline
 - c. BP/AR 5145.6, Parental Notifications
 - d. BP/AR 5149, At-Risk Students
3. Include the Character Counts! monthly topics in your lesson plans and schedule a meeting with the VP to review your monthly activities as outlined by your lesson plans.
4. Be prepared to discuss how you will assess your implementation and the students' success as observed by changed behaviors between students during classroom instruction.
5. Draft a communication home to parents and families regarding your expectations for student behaviors, both inside and outside of the classroom, as well as your agreements for communicating regularly with parents and families when behavior concerns arise.
6. Review your lesson plans to include all of the above and schedule a meeting to review the revisions with me during the week we return from winter break in January.

STANDARD III: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of subject matter
- Using instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English Learners and students with special needs to provide equitable access to the content

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson continues to use instructional strategies that are not appropriate to the subject matter. His limited repertoire of instructional strategies and approaches to illustrate subject matter hinder student learning and negatively impact student understanding of the subject matter.

EVIDENCE:

- During 7 of 13 classroom walkthroughs, the only instructional strategy observed was lecture.
- Lesson plans submitted for the weeks of 9/6 and 10/6 did not show any instructional strategies other than lecture and workbook pages.
 - Students were arranged in groups, and the lesson plans listed group activities, but students

were not allowed to engage in them, because Mr. Johnson took too long during the direct instruction so the guided practice was eliminated from the lessons.

- During his 11/19/11 lesson concerning the making of clocks, teacher handed out materials before giving directions to his students.
 - Students then started making their clocks and doing it incorrectly, because there had not been proper preparation beforehand or there had not been any direction.
- Students remain frequently confused by teacher's direct instruction and lack of guidance.
- Also during his 11/19 lesson, teacher made a confusing statement to his students: "Don't put your 1 and 2 until you have your 3 and 9."
 - This confusion was evidenced by statements made by students such as: "Will this work?" or "Mr. Johnson, I messed up. Can I have another plate so I can make a new clock?"

IMPACT:

As a result, students do not have a fully developed understanding of the subject matter.

SUGGESTIONS:

1. Chunk instructional delivery into 10-15 minute segments and check for understanding prior to moving forward with more advanced content. This will ensure all students understand the steps prior to advancing forward with next steps.
2. Include closure activities with all lessons to timely address the needs of English Learner and students with special needs.

STANDARD IV: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instructional
- Establishing and articulating goals for student learning
- Developing and sequencing long-term and short-term instructional plans to support student learning
- Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson's lack of planning continues to impede student learning. He does not plan his lessons based on short or long-term goals and his lesson plans do not ensure that students have enough time for mastery of learning.

EVIDENCE:

- During the formal observation on 11/14, Mr. Johnson did not follow the lesson plan and the 15 minute direct instruction piece of the lesson took 39 minutes.
- During the formal observation on 10/24, Mr. Johnson did not have the lesson plan to follow and had to borrow a copy from the principal (reviewed with the principal during the pre-conference 3 days earlier.)
- The objectives were not reviewed, and the closure section of the lesson was eliminated.
- During all informal observations, the instruction observed did not match the instructional strategies outlined within the lesson plans.
- During all informal and formal observations (16,) Mr. Johnson's lesson presentation did not align with his written lesson plan.
- While his written lesson plan contained the four elements of Classroom Foundations, his actual lesson delivery only included closure 10% of the time and his lesson delivery only included objectives stated and reviewed with the students 10% of the time.
 - 50% of the time the written objective did not align with the instructional delivery.

IMPACT:

As a result of his lack of planning and lack of following his written lesson plans, students do not have consistent opportunities to develop a full understanding of the subject matter.

SUGGESTIONS:

Leverage your Accountable Community meetings to discuss your lesson plans with peers and calibrate your lesson plans and instructional delivery methods with those of your peers.

Check that your lesson plans include all four elements of Classroom Foundations, with appropriate amounts of time to cover the four elements of objectives, instruction tied to objective, closure, and assessment tied to instruction.

STANDARD V: ASSESSING STUDENT LEARNING

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involving all students in self-assessment, goal setting, and monitoring progress
- Using available technologies to assist in assessment, analysis, and communication of student learning
- Using assessment information to share timely and comprehensible feedback with students and their families

☐ Meet Standards Proficient ☐ Meet Standards Minimally ☒ Does Not Meet Standards

CLAIM:

Mr. Johnson rarely uses or analyzes assessment data to make ongoing refinements to learning goals for content and academic language, nor does he monitor the progress of all students' individual achievement targets.

Teacher inconsistently and ineffectively monitors students' progress in attaining their learning goals.

EVIDENCE:

- During 6 of 13 classroom walkthroughs, no assessment of student understanding was observed, even when students asked questions.
 - On 11/6, a student raised her hand and asked, "I don't understand how to complete the hypothesis statement. What's a hypothesis statement, Mr. Johnson?"
- During the formal observation on 11/14, Mr. Johnson was monitoring the same small area where he delivered the majority of the lesson.
 - When 3 students came to the side of the room and asked the principal to help them with their questions, Mr. Johnson began circling the room and looking over the shoulders of the students who did not have their hands raised.
 - He did not address the 4 students who had their hands up and they eventually came to the principal and asked for assistance.
- Lesson plans submitted for weeks of 9/6, 9/13, 9/21, 10/6, 10/13, and 10/31 did not have any assessments, other than equity sticks to randomly check for student understanding.
- Student work folders showed minimal evidence of student goal sheets, with only two students having monthly comments based on progress toward their target goal for reading, math, and writing.
- At an Accountable Community meeting on 12/9/11, as team members reviewed their GLAS math results, the teacher brought the expected summary pages from AIS, but was able to offer no comment or analysis about why students were not performing on the GLAS in either ELA or Math, or what re-teaching activities he was considering.
- At a subsequent meeting on 12/16, The CST to GLAS summary from AIS showed that 16 of 20 students had dropped a performance level from their previous CST level to the first GLAS in ELA.
- 14 of 20 students dropped a level in Math. There were no notes in individual student benchmark

folders regarding why the drop or what actions would be initiated to address the drop in performance.

- When asked what might have led to this drop, the teacher replied, "I'm just doing the testing that the District requires; the English Learner and SPED kids just aren't able to do those standards."

IMPACT:

As a result, students are not making full progress toward their learning goals. Students are also not making adequate student achievement gains of at least one performance band on GLAS assessments.

SUGGESTIONS:

1. Schedule weekly meetings with the principal to review your classroom assessments for student learning.
2. Bring your lesson plans to the meeting, so that we may adjust your lesson plans, as needed, based on student assessment results.
3. Schedule a monthly meeting to review your lesson plans in relation to the GLAS assessments. The purpose of the meeting will be to ensure alignment between your lesson plans and the GLAS assessment areas.

STANDARD VI: DEVELOPING AS A PROFESSIONAL EDUCATOR

- Reflecting on teaching practice in support of student learning
- Establishing professional goals and engaging in continuous and purposeful professional growth and development
- Collaborating with colleagues and the broader professional community to support teacher and student learning
- Working with families to support student learning
- Engaging local communities in support of the instructional program
- Managing professional responsibilities to maintain motivation and commitment to all students
- Demonstrating professional responsibility, integrity, and ethical conduct

☐ Meet Standards Proficient

☐ Meet Standards Minimally

☒ Does Not Meet Standards

CLAIM:

Mr. Johnson minimally collaborates with colleagues and administration and does not participate positively during staff and grade level meetings. He does not participate in a variety of professional learning activities targeted on student achievement. While he initially communicated with parents in a timely manner at the beginning of the year, he has not presented a comprehensive overview to parents explaining the educational program, student data, and an individualized plan for their students.

EVIDENCE:

- During 6 of 13 informal classroom walkthroughs there was no evidence of the lesson plans as agreed upon by the 3rd grade level team at the monthly planning meetings.
- On 11/1 and 11/12, three different parents complained that they were not being updated with academic information and progress concerning their child.
 - One filed a formal complaint but withdrew the complaint following a meeting with Principal Williams.
- Mr. Johnson has been directed to attend professional learning opportunities to improve his instruction and classroom management but has refused to participate or has called in sick or taken personal business days on the days of planned professional learning.
- During student conferences on 10/28, 10/29 showed Mr. Johnson was unable to address to the needs of his English Learner students.
- On 10/28 he left the conference with a Hmong speaking parent while the conference was still going and later told the principal, "I couldn't speak to her (the mother.) I let the VP explain what her kid doesn't understand."

IMPACT:

As a result, few students are achieving at a proficiency level or Proficient or Advanced in the areas of Math or Language Arts and parents continue to either request other teachers or contact site administration for information regarding their child's academic and social/emotional progress.

SUGGESTIONS:

1. Attend all professional learning as directed by site administration.
2. Communicate monthly with the parents of your students who are Basic and below on CST and GLAS assessments.
3. Meet quarterly with students to set ELA and math goals. Chart the data individually with students, and by whole class and review this data monthly at your grade level Accountable Community meetings.

DATA SOURCES ON WHICH EVALUATION IS BASED: (e.g., reflection, documentation, observations, (formal and informal) lesson plans, student work, conferences:

A-Classroom walkthroughs (13) on 8/29, 9/1, 9/7, 9/19, 10/2, 10/2, 10/12, 10/22, 11/5, 11/6, 11/18, 12/13, 12/19.

B-Formal observations (3) on 10/24, 11/14, and 12/3.

C-Student conferences on 10/28, 10/29

D-Memo of Conference on 10/25

E-Lesson plans collected for September-December.

F-Class expectations sent home to parents and to office on 8/14

EVALUATOR'S OVERALL COMMENTS:

CSTP 1 - Engaging and Supporting ALL Students in Learning - Does Not Meet Standards

CSTP 2 - Creating and Maintaining Effective Environments for Student Learning - Does Not Meet Standards

CSTP 3 - Understanding and Organizing Subject Matter for Student Learning - Does Not Meet Standards

CSTP 4 - Planning Instruction and Designing Learning Experiences for ALL Students - Does Not Meet Standards

CSTP 5 - Assessing Students for Learning - Does Not Meet Standards

CSTP 6 - Developing as a Professional Educator - Does Not Meet Standards

If the Preliminary Evaluation for a permanent Bargaining Unit member indicates that said member is not meeting standards he/she shall choose one of the following options:

See Collective Bargaining Agreement

☐ Option 1 ☐ Option 2 ☐ Option 3

Article 16, Section 1(5) (c)

PRIMARY EVALUATOR'S SIGNATURE:	DESIGNATED EVALUATOR'S SIGNATURE:	EVALUATEE'S SIGNATURE:
EVALUATOR'S ID NUMBER:	EVALUATOR'S ID NUMBER:	PRINT NAME:
DATE:	DATE:	DATE:

The evaluatee's signature does not indicate agreement. A written response may be submitted within ten (10) days. (Revised 12-02-07)

Tab 8

45 day Sample Case



Tab 9

**Written Statement of
Concern**

To: Ms. Teacher, Any Middle School
From: Ms. Robinson, Principal, Any Middle School
Date: August XX, 20XX

Re: Written Statement of Concern (Non-disciplinary document)

Prior to implementation of a letter of reprimand, employees will be provided with written statement of concerns, charges and/or allegations along with pertinent circumstances/facts giving rise to such concerns, charges and/or allegations. Such written statement will be transmitted to the employee within fifteen (15) working days after the circumstances/facts were known or should have been known.

This Written Statement of Concern is in regards to your recent alleged unprofessional conduct.

On May X, 20XX, you administered Part 1 of the Math portion of the state test to your students. Following the test, you allegedly provided test-related instruction to the X grade students in your Period 1, 3, and 5 classes in preparation for Part 2 of the test, which was to be administered the following day. Specifically, your alleged actions included:

1. During your Period 1 math class, you informed your students that you had looked ahead in the test booklet for Part 2 of the Math portion and discovered that questions regarding the “triangle” method were on the test. You then proceeded to write patterns for solving questions regarding the “triangle” method, as well as the “box” (or “boxes”) method on the overhead projector. Your students took notes during your instruction. Questions regarding the “triangle” and “box” methods appeared on Part 2 of the test.
2. During your Period 3 math class, you informed your students that you wanted to teach them the “triangle” and “box” patterns. You then proceeded to instruct your students how to solve math problems using these patterns. Your students took notes during your instruction.
3. During your Period 5 math class, you again instructed your students on the “triangle” and “box” patterns for solving math problems. During your instruction, you stated that the “triangle” pattern was always on the Math portion of the state test. You then directed your students to write down the patterns in their notes. After taking Part 2 of the Math portion of the test, several students stated that your instruction helped them in answering the test questions involving the “triangle” and “box” patterns.

4. You also provided your students with instruction on a question involving M and M's and how to calculate certain percentages. A question regarding the calculation of percentages of M and M's appeared on Part 2 of the Math portion of the test. The handwritten notes of several students in your Period 3 and Period 5 classes taken on May 3, 2011 document the same percentages of M and M's as the percentages listed in the actual question on the test.
5. Some of your students' handwritten notes taken on May 3, 2011 include the X formula, which is the same formula used in the first question on Part 2 of the Math portion of the test.

On May X, 20XX, the investigation process was initiated after I was notified by the test coordinator that students reported you taught them on May X, 20XX, what was on the CST test on May X, 20XX.

This Written Statement of Concern is an opportunity for you to clarify and respond to the circumstances of these incidents. You have ten (10) days to respond in writing. Your response will be considered before a disposition is rendered.

Your signature indicates receipt of this document, not necessarily agreement with the contents.

Signature

Date

CC: Site File

Tab 10

**45 day Letter of
Reprimand**

To: Ms. Teacher, Any Middle School
From: Ms. Administrator, Human Resources/Labor Relations
Date: September XX, 20XX

Re: Letter of Reprimand (disciplinary document)

This letter constitutes a formal letter of reprimand for unprofessional conduct. This document further memorializes the imposition of a fifteen (15) day suspension without pay. These disciplinary consequences are based more specifically on the following:

On May X, 20XX, you administered Part 1 of the Math portion of the state test to your students. Following the test, you provided test-related instruction to the seventh grade students in your Period 1, 3, and 5 classes in preparation for Part 2 of the test, which was to be administered the following day. Specifically, your actions included:

1. During your Period 1 math class, you informed your students that you had looked ahead in the test booklet for Part 2 of the Math portion and discovered that questions regarding the “triangle” method were on the test. You then proceeded to write patterns for solving questions regarding the “box” method on the overhead projector. Your students took notes during your instruction. Questions regarding the “triangle” and “box” methods appeared on Part 2 of the test.
2. During your Period 3 math class, you informed your students that you wanted to teach them the “triangle” and “box” patterns. You then proceeded to instruct your students how to solve math problems using these patterns. Your students took notes during your instruction.
3. During your Period 5 math class, you again instructed your students on the “triangle” and “box” patterns for solving math problems. During your instruction, you stated that the “triangle” pattern was always on the Math portion of the state test. You then directed your students to write down the patterns in their notes. After taking Part 2 of the Math portion of the test, several students stated that your instruction helped them in answering the test questions involving the “triangle” and “box” patterns.
4. You also provided your students with instruction on a question involving M and M’s and how to calculate certain percentages. A question regarding the calculation of percentages of M and M’s appeared on Part 2 of the Math portion of the test. The handwritten notes of several students in your Period 3 and Period 5 classes taken on May X, 20XX document the same percentages of M and M’s as the percentages listed in the actual question on the test.

5. Some of your students' handwritten notes taken on May 3, 2011 include the formula, which is the same formula used in the first question on Part 2 of the Math portion of the test.

On May X, 20XX, the investigation process was initiated after I was notified by the test coordinator that students reported you taught them on May X, 20XX what was on the state test on May X, 20XX.

In February and March, 20XX, you received training and direction on the administration of the California Standardized Testing and Reporting ("state") Program. As part of your training, you were instructed not to review any test questions with your students or provide instruction related to those questions prior to, during, or after test administration. (A copy of the "state 20XX Classroom Environment Preparation Guidelines" and "Standards and Assessment NOTES" are attached as Exhibit A.)

On February XX, 20XX, you signed the 20XX-XX state Test Security Affidavit ("Affidavit") in which you acknowledged your professional responsibility to protect the security of the state test by, among other things:

- a. Not divulging the contents of the tests to any other person through verbal, written, or any other means of communication; and
- b. Not reviewing any test questions, passages, or other test items independently or with students or any other person before, during, or following testing.

By signing the Affidavit, you also acknowledged that you had been trained to administer the examination and represented that you would administer the test in accordance with the directions set forth in the test administration manuals. You had no questions concerning the administration of the test or your responsibilities listed in the Affidavit. (A copy of the signed Affidavit is attached as Exhibit B.)

As indicated by items 1-5 above, your conduct as a certificated employee of the Fresno Unified School District has been extremely unprofessional. Your above described testing irregularities negatively impacted the entire staff and student body of Any Middle School. Due to the nature of your actions, the state of California did not provide an API score for Any Middle School. The purpose of this reprimand is to inform you that your misconduct is seriously jeopardizing your continuing employment with the Fresno Unified School District.

Effective immediately, you will comply with the following directives:

1. Follow all testing directives, as outlined by district and site administration.
2. Conform to the highest ethical standards with regard to the administration of examinations to students.

3. Diligently comply with all directions for the administration of the state test (and all other examinations).
4. Diligently comply with all responsibilities described in the state Test Security Affidavit.
5. If any state administration questions arise, consult with the Test Site Coordinator before taking action.
6. Comply with all Board Policies and Administrative Regulations of the District.
7. Be open, honest, and direct in responding to your supervisors' inquiries, including those of District investigators.
8. Adhere to all administrative directives and site rules.
9. Follow all previous directives given to you by school site or District administrators.

The above facts and circumstances demonstrate severe unprofessional conduct. As such, pursuant to Article 21 of the collective bargaining agreement between the District and the Fresno Teachers Association, you will be suspended without pay for fifteen (15) working days. These days will be mutually agreed upon between you and your site principal and may be spread over several months.

Please be advised that any further instances of this unwarranted misconduct will result in the immediate institution of dismissal proceedings against you pursuant to Education Code Sections 44932 *et seq.*

Pursuant to Education Code Section 44031, a copy of this Letter of Reprimand will be placed in your personnel file. You have the right to prepare a written response to this Reprimand within ten (10) days following receipt that will be attached hereto prior to placement in your file.

Date: September X, 20XX

Administrator, HR/LR

Attachment: August X, 20XX, Written Statement of Concerns

I, Ms. Teacher, acknowledge that on September XX, 20XX, I received a copy of this Letter of Reprimand and Imposition of Suspension Without Pay. I understand that my signature acknowledges my receipt of this document, not necessarily my agreement with its content.

Date: September XX, 20XX

Ms. Teacher

Side 2

Blank Page