

Staff Evaluation Form

Staff Name: Brady Fossenbell

Date: 6-8-2017

Department: Curriculum, Instruction & Assessment


Part One: Staff Self-Reflection

Please complete each of the three questions below and be prepared to discuss them in your scheduled evaluation meeting.

1. What do you feel have been your accomplishments in your role this year (create a bulleted list)?

<u>LEAP Accomplishments 2016-17</u>	
Language assessment	<ul style="list-style-type: none"> • Created assessment schedule and established school-wide English academic language proficiency baseline data • Assessed 255 students using WIDA assessments to fidelity and provided contextualized data with stakeholders <ul style="list-style-type: none"> • Can-Do descriptors/Performance Definitions
Instructional model	<ul style="list-style-type: none"> • Designed a mixed model (push-in/pull out/co-teaching) schedule using WIDA literacy data to guide instruction for ESL team and classroom teachers for Daystar elementary • Formalized service, exit/entrance criteria
Departmental processes, guidelines and documentation	<ul style="list-style-type: none"> • Trained LEAP team to administer WIDA assessments (WAPT and MODEL) • Implemented <i>Home Language Questionnaire</i> to determine which students are assessed • Co-developed "<i>When to use Chinese</i>" policy • Created LEAP specific teacher evaluations to measure successful instruction in both push-in and pull-out environments • Developed the <i>Role/Qualifications of LEAP Teacher</i> <ul style="list-style-type: none"> ○ Qualifications influenced the rubric for LEAP domains on formal evaluation • Co-developed formal observation process of LEAP teachers and assisted in formal observations with principal • Co-researched and co-wrote language policy for Daystar MYP application for IB
Parent communication	<ul style="list-style-type: none"> • Developed online resource center for parents on how to support LEAP students at home with bilingual videos and brochures • Created bilingual explanation of service model and of WIDA assessment for parents

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	<ul style="list-style-type: none"> • Produces bilingual notification letter of LEAP servicing • Presented <i>Coffee Talks</i> to parents explaining service model and sharing resources/strategies for at home support
Training	<p>ESL Strategies and Teacher Training</p> <ul style="list-style-type: none"> • Implemented team trainings on the following: <ul style="list-style-type: none"> ○ WIDA to inform instruction <ul style="list-style-type: none"> ▪ Can-Do descriptors/MPIs ○ <i>Fruyer</i> and <i>Beck's</i> model for vocabulary <p>School-wide Professional Development</p> <ul style="list-style-type: none"> • Facilitated a module of immersion strategies for K-8 via <i>Ivy Institute</i> • Provided ESL strategies in the classroom based on WIDA principles from 2017 <i>Amplify Conference</i> • Presented useable vocabulary strategies for classroom teachers, including Beck's model • Provided initial training for TAs on strategies to support academic English in the classroom
Student Data	<ul style="list-style-type: none"> • Created online student <i>Language Profiles</i> for each LEAP student to share with stakeholders containing: <ul style="list-style-type: none"> ○ Language and literacy data <ul style="list-style-type: none"> ▪ Summative and formative ○ Student interests, length of time at Daystar, and mother tongue
Committees	<p>Actively participated on the following committees:</p> <ul style="list-style-type: none"> • Admissions • Literacy • MYP placement • Scheduling
Staffing	<ul style="list-style-type: none"> • Created and implemented teaching sample process for prospective ESL/LEAP teachers <ul style="list-style-type: none"> ○ Led to the hiring of two effective LEAP teachers

2. What are your goals (3-5) for your role for the next school year?

- **Further the LEAP team's understanding and implementation of academic English acquisition best practices including:**
 - Using WIDA to inform instruction with performance definitions, MPIs and Can Do Descriptors
 - Create a digital resource hub with an academic scaffold library and various linguistic supports
 - Providing extra training and coaching for newer/weaker teachers
- **Clearly articulate role of LEAP for all stakeholders and mirror best practices and policies at both campuses including:**

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Part Two: Supervisor Feedback (to be completed by the department leader)

1. What staff member strengths and accomplishments have added to the success of the department/organization?

As is demonstrated by the excellent list of accomplishments in his self-reflection, Brady has led his team with thoughtful focus and a strong passion for student achievement. Brady is an advocate for the needs and goals of the LEAP program and its staff, including the professional growth of LEAP team members. His expertise and commitment to professional development have been an asset to the school, especially as we are in the development phase of both our LEAP program and the CIA department. In addition to his content knowledge, Brady has strong organizational and planning skills. In short, Brady has been an essential part of the CIA team this year.

2. What major concerns need to be addressed?


None.

3. What are your goals for this position moving forward?

Moving forward, it will be important for this position to work closely with LEAP staff at all campuses to ensure the English language development of our students and the instructional approaches of our teachers continue to grow. The position will need to continue to work closely with the other members of the CIA staff to ensure that LEAP strategies are embedded within the written curriculum as well as implemented and assessed across the campuses.

Staff's Signature: _____

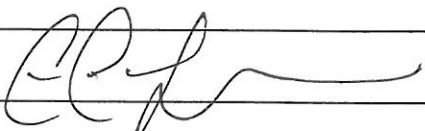
Date: _____

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- Clear documentation on roles, practices and policies
 - Distribution of information across both campuses
 - Facilitate a bridging of the gap between LEAP teachers, classroom teachers and TAs so that LEAP students are well supported and set up to succeed with academic language proficiency goals in an efficient, equitable manner
 - Design and implement workable service model for Middle School working with MYP coordinator and curriculum coaches to support:
 - Teacher observation
 - Providing strategies for teachers
 - Assisting in goal setting
 - Clear expectations of LEAP support in the classroom for teachers
3. What is one area for professional growth that you would like to pursue next year?
- I would like to pursue more formal training in IB and IB as it relates to language instruction.
 - I would also like to become formally certified as a teacher trainer in a program like WIDA CLIMBS or ESL in the Mainstream.
 - I would like to work on being a better and more consistent communicator.

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