

Staff Evaluation Form

Staff Name: Brady Fossenbell

Date: June 14, 2018

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)?

See attached sheet.

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

- As I will have six new LEAP teachers across three schools, my primary goal is to develop (further) the LEAP team's understanding of and ability to adhere to academic English acquisition best practices including:

Using WIDA to inform instruction with performance definitions, Model Performance Indicators, and Can Do Descriptors

Providing extra training and coaching for newer/weaker teachers using Daystar coaching framework

Refining and revising digital resource hub with an academic scaffold library and various linguistic supports

Support the implementation of best practices in classrooms at both campuses by creating clearer communication and documentation including:

Distribution of information across both campuses

Creation of ESL/LEAP handbook

Developing LEAP website

More consistent presence at grade-level planning meetings

- Clearer guidelines on co-teaching and using norms of collaboration

Clearly document/explain expectations regarding roles in the support of WIDA tier B and C students for parents, teachers and TAs

Who does what, when?

Clearer strategies to support tier B and C students

WIDA CLIMBS

- More consistent presence at grade-level planning meetings
- Facilitate specific co-teaching agreements and follow up on their use

Successfully deliver WIDA CLIMBS material to

- Continue to facilitate a bridging of the gap between LEAP teachers, classroom teachers and TAs
- Via more collaboration with coaches and curriculum coordinator

- Support and further develop service model for Middle School working with MYP coordinator and Transitions Coordinator including:

- Teacher observations coaching using Daystar coaching framework

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- Providing strategies for teachers
 - CLIMBS
 - Assisting in goal setting
- Communicate clear expectations of LEAP support in the classroom for content teacher
- Support Transitions Coordinator's co-teaching
 - Facilitate specific co-teaching agreements and follow up on their use

3. What areas for professional growth will you pursue next year (include at minimum one area of content knowledge/technical skill as well as one soft skill)?

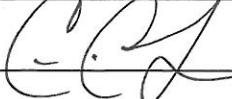
- I would like to pursue more formal training in IB and IB as it relates to language instruction.
 - Inquiry and the additional language teacher
 - Bilingual and multilingual teaching and learning
 - Language and learning: PD to improve student language and learning outcomes

I would like to work on being a better and more consistent communicator.

- I would like to clarify my tasks for LEAP teachers with more modeling and detailed instructions on LEAP site

I would like to become a better coach by adopting a coaching framework

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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?

Brady's support of the Daystar LEAP staff, his leadership with building out the school's language support systems and resources, his extensive work with assessment (both LEAP and general academic), his training of both staff and parents, and so much more underscore the great value that he brings to Daystar. Beyond the quality work he produces, Brady's additions to the CIA team include many other immeasurable contributions. In particular, his intentional efforts to connect with faculty across all divisions has provided important insights on areas for teacher and office growth. Moreover, Brady continues to be an advocate for the needs of all students, especially those in the LEAP program.

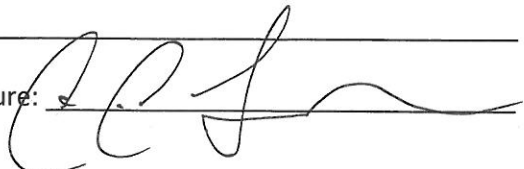
2. What major concerns need to be addressed?

None.

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

Because next year Brady's role will expand to include overseeing all language support services, it will be important that he further collaborate with Daystar's Chinese curriculum and Yuyue program coordinator. Especially at the beginning of next school year, Brady will be integral in helping the office's new Director of Educational Support services have a clear understanding of the great work that is currently occurring at both campuses while also identifying areas for program growth. Additionally, Brady will need to continue developing LEAP resources and structures. Because a major PD focus for next year is language development, Brady's leadership and training in this area will be very important for Daystar staff.

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Attachment: Responses to Part 1, Question 1

Assessment

- Provided placement assessment for 212 new students to DS in three schools and facilitated the placement of students into DS three tiered academic English language support service model
- Developed language profiles for each student updated monthly by LEAP teachers containing:
 - Language and literacy data
 - Summative and formative, plus writing samples
 - Student learning assets, length of time at Daystar, and mother tongue
 - Academic language development goals

Established process for BOY/MOY/EOY WIDA leveling and identifying specific linguistic weaknesses and student goals using WIDA Model Performance Indicators and WIDA Performance Definitions

Normed the grading of WIDA assessment using WIDA Speaking/ Writing Samples and the Collaborative Scoring Protocol

- Established team bright red lines for WIDA rubrics
- Stored normed examples and red-line rubrics on LEAP team site for further use

Summatively assessed 245 students in three schools using WIDA MODEL to fidelity and provided contextualized data with stakeholders

- Can-Do descriptors/Performance Definitions
- Year over year comparisons in specific domains
- Created linkable data sheets for stakeholder to be able to view all standardized assessment data and student profiles in one document
- Supported summative assessment accommodations using WIDA levels and WIDA Model Performance Indicators, and WIDA Performance Definitions

Instructional Model Development and Support

- Exited 27 students (13% of all LEAP) from LEAP servicing
- Implemented DS support model (push-in/pull out/co-teaching) using WIDA literacy data to guide instruction for ESL team and classroom teachers for new Daystar elementary, including formal service, exit/entrance criteria
- Developed and established LEAP schedules in which 100% of LEAP teachers service LEAP students a minimum of 5 hours per day (six hours per week per student) and deliver a minimum of 4 push-in classes of differentiated Journeys content support
- Coordinated the creation of a Middle School Literacy Support program that provided additional standards-based literacy support for language learners aligned with classroom objectives (social studies and language arts), including formal service, exit/entrance criteria
- Co-developed MYP Phase Placement procedure in which incoming students are placed in MYP literature classes using:
 - Writing samples, assessment data, collaborative scoring protocol
 - Successfully placed 32 students
- Put research-based best practices into practice by ensuring the use of the following WIDA tools to inform data-driven BOY/MOY/EOY student observations, formative assessments and goal setting:

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- Performance Definitions,
 - Can Do rubrics and
 - Dutro's Grammar Matrix
- Supported LEAP teachers in creating at least one reading and one writing language learning goal to facilitate mastery of one WIDA language standard for BOY/MOY/EOY
 - Performed MOY and EOY observations with targeted feedback using SIOP model observation rubric
 - Piloted phonics-based literacy intervention for grades 1-3 at the SLT campus
 - Phonics assessment + targeted phonics lessons
 - 87% of students exited interventions being able to decode CVC and CVCE vowel patterns and basic blends
 - Elicited teacher feedback regarding level of support and collaboration on specific ESL/LEAP practices via survey
 - facilitated the creation of team goals based on feedback

Resource Development

- Streamlined use of LEAP student tools:
 - Every student using a vocab notebook weekly to support lesson cycle vocabulary
- Supported grade one literacy instruction in weekly planning meetings
- Created Bilingual program overview infographic
- Supported Saturday and Kindergarten ESL programming including:
 - Placement/assessment/training
 - Curriculum selection and scope and sequence
- Co-developed Planning Matrix and Guiding Questions for Coaches for SLT campus
- Supported teachers from all campuses on using Journeys resources and creating weekly planning templates
- Developed planning sequence for using WIDA language functions and performance definitions to create scaffolds that align with learning targets and WIDA level
- Created online resource site for LEAP teachers to develop and store:
 - Tools, graphic organizers, scaffolds, communication templates, professional development material, assessment support, calendar, etc

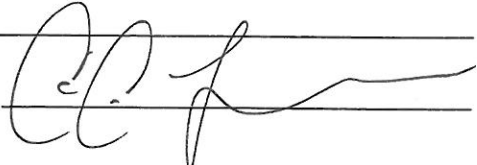
Produced online video library of LEAP teaching samples so that LEAP teachers can share and reflect on their practice as a team

Put into practice a protocol for storing language scaffold for each Journeys weekly cycle and store in grade level folder

Departmental Processes, Guidelines and Documentation

- Integrated *Home Language Questionnaire* into online registration process in order to streamline language assessment procedure in ES-BG, ES-SLT and MS

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- Developed LEAP mission statement, guiding principles and essential practices documentation
- Co-researched and co-developed three policies for Daystar Standard Operating Procedure handbook:
 - Textbook Policy
 - Roles of Teachers of Record, Support Teachers and Teaching Assistants
 - Classroom Environment and Displays

Supported Curriculum Instruction and Assessment team in providing documentation for the following (successful) accreditations:

- International Baccalaureate Middle Years Programme Authorization
- International Baccalaureate Primary Years Programme
- The Western Association of Schools and Colleges Authorization

Professional Development

- Implemented team trainings on the following:
 - Introduction to Bilingual Education (all foreign teachers)
 - Introduction to Co-teaching (all foreign teachers)
 - Everyone's a Language Teacher: Academic Language Acquisition Strategies for Classroom Teachers (all foreign teachers)
 - WIDA to inform instruction (LEAP teachers)
 - Can-Do descriptors/MPIs
 - Frayer and Beck's model for vocabulary (LEAP teachers)

Provided training for TAs on strategies to support academic English in the classroom including TA checklist

Assisted five LEAP teachers in obtaining WIDA *Implementing the WIDA Standards and Assessment System in International Contexts* certification via WIDA institute

Trained five new LEAP teachers to administer WIDA assessments (WAPT and MODEL)

Facilitated week-long targeted PD sessions for teachers on supporting academic writing with Marcy Cheesbro

Supported two student teacher candidates achieve their 12-week practicum hours

Parent Communication

- Increased parent online resources by 50% from the end of last year
- Communicated bilingual explanation of service model and of WIDA assessment for parents, including entrance and exiting LEAP services
- Co-produced Parent At-home Support Guide
 - Grades 1-2
 - Grades 3-5
- Presented three *Coffee Talks* to over 100 parents which provided:
 - Service model explanation
- Hands-on training on using literacy resources/strategies for at home support

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Staffing

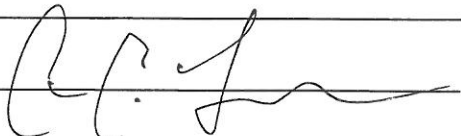
- Co-developed LEAP teacher job description for Elementary and Middle School
- Created and implemented interview process for prospective ESL/LEAP teachers
 - Team interview with “listen fors”
 - Teaching sample with rubric

Interviewed and hired four ESL/LEAP teachers

Committees

Actively participated on the following committees:

- District Three-year Strategic Planning
 - Teaching, Learning and Innovation
- MYP Placement

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