**Data Sources and Methods**

This section has been modified to protect the subject's privacy.  This has been gathered information about major strengths and challenges in the following ways:

1. by classroom observation (4.25 hours)
2. by direct questioning (1.25 hours)
3. by speaking to other teachers, counselors and administrators (with the teacher's consent) (1.25 hours).

Information gathered in observations was reviewed, supplemented, processed and plan elements prioritized in subsequent meetings and in telephone conferences.

* 1. face-to-face conference on (date)  (2 hours)
  2. face-to-face conference on (date)  (1.5 hours)
  3. telephone conferences on (dates) (1.25 hours)

This report was created and revised between (dates).

1. Report (2.25 hours)

The project total time was 13 ¾  hours, compared to projected time of 10 ¾ hours.

**Major Strengths**

In assessing a teacher's developmental needs, I place major emphasis on identifying, articulating and building upon personality and instructional strengths.  It is on this foundation that changes will be built.  The following characteristics appeared during this audit, and were jointly identified by consultant and subject:

***Instructional Strengths***

1. (The teacher) has a clear instructional voice (which carries well to the back of a classroom without  increase in volume).   He orally explains a daily agenda to his classes.
2. (The teacher) is sensitive to preparation details.  An overhead projector that did not sufficiently display a transparency was replaced by a projector that worked . . .  before the class.  Despite moving between five different classrooms, (the teacher) always arrived fully prepared.
3. (The teacher) has highly organized lesson plans and knows his subject matter well.  He is  skilled in use of manipulatives for instruction, and skilled in creating projects to support motivation and learning through constructivist teaching.
4. (The teacher) has a clear understanding of the need to differentiate types and styles of instruction  to meet differing student needs, but is frustrated by perceived curriculum demands that may hinder differentiation.
5. (The teacher) has highly varied and creative methods of questioning, is patient and inventive in explanations, and effectively uses group work and movement strategies in some classes (it is absent or less used in classes where student skill in group work is perceived as lacking).
6. (The teacher) shows willingness to risk new teaching behavior; is tolerant of experimentation with new methods of instruction; is forgiving and accepting of his own failures as opportunities to learn; and was open  to and anxious for feedback.
7. (The teacher) is oriented to creating student success, but sometimes feels blocked in these initiatives by perceived curriculum expectations.

***Personality Strengths***

1. (The teacher) cares deeply about student success and development (but may sometimes be perceived by students as cold and unemotional).
2. (The teacher) sees himself as a skilled verbal and non-verbal communicator.
3. (The teacher) wants to form healthy relationships with students and parents.
4. (The teacher) usually shows humility and gentleness in his behavior choices.

**Major Challenges**

The following needs or problem areas were jointly identified:

1. aloof classroom demeanor and self-perceived inaccessibility to students
2. absence of clearly-defined classroom procedures, which has led to student confusion about appropriate behavior and to varied management difficulties
3. need to meld departmental expectations with a personal teaching philosophy that values differentation of instruction and student success
4. need to adjust the pace of instruction and to allow time within the curriculum for teaching students relationship skills needed to make the classroom a safe place
5. need for skill training, continuing supportive supervision, and other developmental support to address these and other needs.

**Goals, Beliefs & Recommendations for Change**

The following recommendations arose from discussion and planning with (the teacher) on (date).  The order of these statements does not necessarily reflect their priority. *Italicized statements are notes added by Mr. Dabney.* Priorities and actions planned to achieve goals are part of the developmental plan in the next section.

1. My personal classroom demeanor may sometimes make me appear to students as inaccessible, cold, or aloof, depersonalizing my teacher-student interactions.  *Making more direct eye contact, varying facial expression and tone, and using student names more frequently are some actions that would increase the real and perceived warmth of interactions and improve the classroom climate and personal relationships with students.*
2. I am sometimes frustrated by my lack of understanding of some of the goals of the departmental curriculum, and need to meld my beliefs about teaching and learning harmoniously with this curriculum.
3. The pace of my instruction often requires adjustment to student comprehension. Sometimes I fail to check comprehension or to adjust instructional pace when these actions are needed.  I need to correct this problem
4. Inconsistent or absent procedures for student responses to teacher questions lead to confusion, noise, and inconsistently applied stop behaviors.  I will develop procedures for (a) transitions moving in and moving out of the classroom; (b) taking attendance; (c) changing seating; (d) turning in homework; (e) taking tests; (f) questioning and responding; (g) lectures and (h) other frequently used teaching modes.  *These procedures can be part of a classroom management plan and can be taught to students as they are needed.*
5. I want to work to develop a student climate of mutual peer support.  *Improving student-student relationships can happen as needed skill elements are identified, students are given instruction in building positive, supportive relationships with others, and practice-with-feedback opportunities are integrated into instruction.  These skills strongly support learning and student success.*
6. I believe that some students enter classes with fear of (subject matter), distrust of teachers, and other negative perceptions.  These attitudes are sometimes mirrored by parents.  My  classroom plan and instruction should include trust-building and fear-reducing strategies that focus on student involvement, participation, success and the belief that (this subject matter) is valuable every day.

**Developmental Plan & Timeline**

This section describes specific actions and plans for change, and suggests a timeline for some of those plans.  This planning was done jointly on (date) and discussed on the telephone.

***Short Term Plans (12 months)***

**1. DEVELOP NEW CLASSROOM MANAGEMENT PLAN**

**What elements will be included?**

* success philosophy
* personal vision of teaching
* class rules and how they  will be developed
* working norms for the class
* recognition strategies
* intervention strategies
* proactive plan for parent contact
* office referral:  for what, to whom, what follow up is needed
* procedures for common learning modes

**How and with what support to do it**

* reading and consultation
* consult with administration about their role and needs
* Mr. Roth will review draft

**By what date this job will be done**

* complete draft by 6/24
* complete final by 8/2

**2. DEVELOP WAYS TO REDUCE LECTURING & VARY INSTRUCTIONAL MODES**

**How and with what support to do it**

* evaluate ideas from recent inservice training

**By what date this job will be done**

* August

**3. DEVELOP NEW STRATEGIES FOR HANDLING ABSENCES AND MAKEUPS**

**How and with what support to do it**

  - reduce absences and need for makeup by planning to make the classroom friendlier and safer

  - examine/evaluate strategies used by others

  - consult with administration

**By what date this job will be done**

   - August

**4. REFLECT ON MY TEACHING PRACTICE**

**How and with what support to do it**

- journaling

**By what date this job will be done**

 - ongoing

**5. INCREASE MY UNDERSTANDING OF (SUBJECT) CURRICULUM EXPECTATIONS AND DESIGN**

**How and with what support to do it**

- ask questions of peers in department

  - observe peer teaching in department

  - continue to participate actively in meetings

**By what date this job will be done**

 - ongoing

 - observation arrangements for (date)

**6. FIND SUPPORT AND COLLABORATION OPPORTUNITIES WITH COLLEAGUES**

**By what date this job will be done**

 - ongoing

**7. REWRITE TESTS TO ADJUST LENGTH AND INCREASE FLEXIBILITY**

**By what date this job will be done**

 - ongoing

***Long Term Plans (1-3 years)***

|  |  |  |
| --- | --- | --- |
| **what needs to be done**  **and what elements are included** | **how and with what support to do it** | **by what date**  **this job will be done** |
| continue to train and re-train in classroom management strategies | seek out opportunities with help from administration and prof. associations | ongoing |
| locate and attend training in how to teach social skills to students and to integrate this teaching as needed into curriculum | Seek  out opportunities with aid of administration and prof. associations | ongoing |