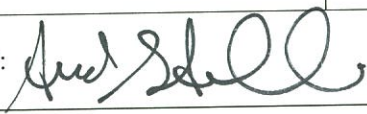


Summative Evaluation

Teacher: Andrew Arcello	Supervisor: Nathalie Salameh
Years of Service at DAA: 1	Assignment: PS Music teacher
Teacher Signature*: 	Date: June 2015
Evaluator Signature: <i>N. Salameh</i>	Date: June 2015

*Signature indicates only that the teacher has read the evaluation and has been informed of the right to comment on or rebut the evaluation. This signature does not necessarily indicate agreement with the Evaluation.

Unsatisfactory (**U**) Basic (**B**) Proficient (**P**) Distinguished (**D**)

Domain 1: Planning and Preparation			
D	1.a Knowledge of child and adolescent development	Overall Domain Judgment	
D	1.b Suitability for diverse learners (e.g., ELL, later-entering, SEN)	Unsatisfactory	
P	1.c Knowledge of students' interests and cultural heritage	Basic	
D	1.d Designing coherent instruction	Proficient	
D	1.e Use of standards in instruction and assessment	Distinguished	X
P	1.f Design of formative and Summative assessments		
<p>Areas of strength: Andrew is an expert in the subject area and up to date on authoritative research on child development and how students learn. He has a detailed plan for the year that is tightly aligned with high standards. Andrew plans units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels. He prepares on-the-spot, interim, and summative assessments to monitor student learning. Andrew designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes that will motivate virtually all students and engage them in active learning. He uses an effective mix of high-quality, multicultural learning materials and technology.</p>			
<p>Areas for further development: Andrew uses a variety of effective methods to check for understanding and immediately unscrambles confusion and clarifies concepts. He will continue to focus on monitoring for student progress through formative and summative assessments and develop/adopt/refine an anecdotal note system that helps him keep track of student progress and plan</p>			

for future lessons.

Domain 2: The Classroom Environment			
D	2.a Teacher interaction with students (modeling a culture of kindness)	Overall Domain Judgment	
D	2.b Expectations for learning and achievement	Unsatisfactory	
D	2.c Use of routines, management of transitions, and instructional time	Basic	
P	2.d Expectations for student conduct	Proficient	
P	2.e Response to student misbehavior	Distinguished	X
<p>Areas of strength: Andrew is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. He shows warmth, caring, respect, and fairness for all students and builds strong relationships. Andrew implements a program that successfully develops positive interactions and social-emotional skills. He successfully inculcates class routines up front so that students maintain them throughout the year and develops students' self-discipline and teaches them to take responsibility for their own actions. He skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.</p>			
<p>Areas for further development: Andrew has an effective discipline repertoire and can capture and hold students' attention any time. He will continue to refine his practice in responding to student behavior, both positive and negative.</p>			

Domain 3: Instruction			
P	3.a Knowledge of content and the structure of the discipline	Overall Domain Judgment	
D	3.b Communication of learning objectives, directions, and procedures	Unsatisfactory	
D	3.c Use of oral and written language	Basic	
D	3.d Quality of questions	Proficient	
D	3.e Engaging students in learning	Distinguished	X
P	3.f Assessment of instructional effectiveness		
<p>Areas of strength: Andrew uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning. He gets virtually all students involved in focused activities, actively learning and problem-solving. Andrew hooks students in units and lessons by activating knowledge, experience, reading, and vocabulary. He presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language. Andrew is flexible about modifying lessons to take advantage of teachable moments. Andrew is a reflective educator who has a very realistic perception of his abilities and performance and is always on the look out for new and exciting opportunities to enhance his practice.</p>			
<p>Areas for further development: Andrew provides a lot of praise and positive reinforcement for both academic and behavior choices and would like to focus on refining his practice of rewarding/tracking kindness behavior choices in the classroom.</p>			

Domain 4: Professional Responsibilities			
P	4.a Communicating with families about instructional program	Overall Domain Judgment	
B	4.b Communicating with families about student progress	Unsatisfactory	
D	4.c Relationships with colleagues	Basic	
D	4.d Service to the school	Proficient	
P	4.e Enhancement of content knowledge and pedagogical skill	Distinguished	X
P	4.f Service to the profession		
D	4.g Contribution to positive school climate		
D	4.h Compliance with school policies		
<p>Areas of strength: Andrew shows great sensitivity and respect for family and community culture, values, and beliefs. He shows parents a genuine interest and belief in each child's ability to reach standards. Andrew carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. He demonstrates professional demeanor and maintains appropriate boundaries. Andrew is an important member of PS division and committees and frequently volunteers for extra responsibilities.</p>			
<p>Areas for further development: Parent engagement is something we pride ourselves with as a community. Andrew would like to focus on updating the parents on the unfolding curriculum and suggesting ways to support learning at home. I would like to see Andrew involve parents in music by researching and sharing information on local events that they can participate in. Parents don't always have access to such information and I am sure it will be appreciated by many. Promoting music appreciation beyond the school walls will help expand the students' repertoire and positively influence their performance.</p>			