PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Final/Summative Report

Teacher:	Smith, Joshua	Date:	5/4/2023
Subject/Grade:	Other / 05	Time:	12:00 PM - 12:15 PM
Campus:	R F PATTERSON ELEMENTARY		
Appraiser:	Clark, Cari	Appraisal Year:	2022/2023

Planning	Evidence	Rating	3.75
1. Standards and Alignment	✔	Accomplished	4
2. Data and Assessment	✔	Accomplished	4
3. Knowledge of Students	✔	Accomplished	4
4. Activities	✔	Proficient	3

Instruction	Evidence	Rating	3.6
1. Achieving Expectations	✔	Accomplished	4
2. Content Knowledge and Expertise	✔	Proficient	3
3. Communication	✔	Proficient	3
4. Differentiation	✔	Accomplished	4
5. Monitor and Adjust	✔	Accomplished	4

Learning Environment	Evidence	Rating	4
1. Classroom Environment, Routines and Procedures	✔	Accomplished	4
2. Managing Student Behavior	✔	Accomplished	4
3. Classroom Culture	✔	Accomplished	4

Professional Practices and Responsibilities	Evidence	Rating	4.5
1. Professional Demeanor and Ethics	✔	Accomplished	4
2. Goal Setting	✔	Accomplished	4
3. Professional Development	✔	Distinguished	5
4. School Community Involvement	✔	Distinguished	5

Student Growth	Evidence	Rating	
Student Growth			0

Appraiser Signature	_____	Teacher Signature	_____
Online Signature	Cari Clark	Online Signature	Joshua Smith

Observation Evidence Sheet

Domain: Planning		
Dimension	**Evidence**	**Ratings**
1. Standards and Alignment	Evidence: Overview: Work on math goals using games. Encourage students to use charts and calculator (accommodations). Objectives: 4th graders, individual goals focussing on strategies and accommodations. Outcome: Individual progress on goals. Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
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4. Differentiation	Evidence: Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
5. Monitor and Adjust	Evidence: Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the	Accomplished

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Domain: Learning Environment		
Dimension	**Evidence**	**Ratings**
1. Classroom Environment, Routines and Procedures	Evidence: Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Managing Student Behavior	Evidence: Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name.	Accomplished

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3. Classroom Culture	Evidence: Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
Domain: Professional Practices and Responsibilities		
Dimension	**Evidence**	**Ratings**
1. Professional Demeanor and Ethics	How do you meet/model professional standards in the following areas (attendance, professional appearance, behavior, communication)? Attendance: Show up ready to work when I am in the building, when not present my absences were planned and prepared. I managed a torn quadricep tendon the entire year with minimal disruption. Often lost subs due to their desire not to be pulled for EA support. Appearance: Professional Appearance is incredibly subjective. I dress nice and clean, yet for the position I am in. I believe I look as a professional educator should and represent Kennedale ISD and the community I live in well. Behavior: I am proud of my behavior this year at RFP. Lots of things outside of my control, yet I am finishing the second semester way stronger than the first semester. I will finish this year on a positive note. Communication:	Accomplished

Observation Evidence Sheet

Domain: Professional Practices and Responsibilities		
Dimension	**Evidence**	**Ratings**
	I try to be clear and to the point in all communications at work, without lots of unnecessary emails or conversations. Also, I do not “reply all” to emails which is a plus. How have you advocated for sought out opportunities to lead students and other educators, and community members within and beyond the classroom? I own Kennedale Baseball Club LLC which provides athletic development outside of the classroom. Furthermore, I have reached out to current KISD teachers to coach my KBC athletes. Also, I am currently advocating to bring Special Olympics to KISD and Baseball to KJH. Explain how you communicate with colleagues, students, parents, and community? For parents and students, I try to communicate frequently and in a positive manner. I like to make my parent contacts positive, thus aligning myself with their student’s individual goals. I communicate with the community incredibly effectively. This summer alone I will have 75 local students in my summer camp and will be partnered with 3 local businesses and 4 KISD colleagues. I am not hard to find in this community.	
2. Goal Setting	Tell me about your professional short term goal(s). My short-term goal is to teach Physical Education or Adapted Physical Education for KISD for the 2023-24 school year. However, I realize that this may not be a possibility with KISD and will consider looking outside of the district for this opportunity. Tell me about your professional long term goal(s). My long-term goal is to retire within the next 10 years and watch the kids in this community experience all their success they have worked so hard for, especially in sports. I have put in a lot of hours with a lot of these kids. I look forward to sharing in their successes as a spectator. What progress have you made on the goal(s)? My progress is tremendous. I have proven, thru KBC, that I can plan, fund, and implement an incredibly successful sports program which helps kids develop year-round. I am currently doing exactly what I would like to do for KISD, coaching kids. Also, I have expressed my career pursuits to Ms. Clark and Ms. Rawls, updated my resume and qualifications and began looking to obtain a PE position. How did implementing this goal impact your practice? I will continue to provide the youth of this area athletic development opportunities. I am doing this goal, just not for KISD. I would like to do it for KISD and partner with Ms. Clark and Coach Bostad to maximize my impact for the district.	Accomplished
3. Professional Development	Tell me about the professional development in which you engaged in during this past school year. (participated and presented). Over 15 hours of Special Needs PD training, and the experiences my other job as a youth coach provide. How have you applied what you have learned? All lessons learned on effective educational leadership is demonstrated daily, both at RFP and with KBC. How have you shared your learning with your team, or campus? Yes, I have made my services available to others in need, such as EA. I volunteer to assist at lunch and any other time my schedule allows or when leadership asks. I share myself with RFP.	Distinguished
4. School Community Involvement	Teachers demonstrate leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. What system do you use to send information home? Emails, phone calls and face-to-face parent contacts. What system do you use to make positive phone calls home?	Distinguished

Observation Evidence Sheet

Domain: Professional Practices and Responsibilities		
Dimension	**Evidence**	**Ratings**
	I look for reasons to brag on kiddos and make calls and emails frequently. These strategies make for much better ARDs. Tell me how you have sought out opportunities to lead students, other educators, and community members beyond the classroom. I started Kennedale Baseball Club LLC over 2 years ago and provide athletic training for rosters exceeding 50 players four times annually. Our facility, The Bubble, serves more youth athletes in Kennedale than any other athletic program in the area. I no longer seek opportunities beyond the classroom; students and parents seek me. I only seek to do what I am doing with KBC and do similar with KISD and RFP. What campus sponsored activities or events have you attended? What non-campus sponsored activities or events have you attended? Any needed by my principal. I attend most KISD sports activities and have an active voice in the community, both as a leader for youth athletics and as a community representative. Additional comments for your appraiser:	

Observation Evidence Sheet

1/30/2023 by Cari Clark

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1/30/2023 by Cari Clark

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Domain: Instruction		
Dimension	**Evidence**	**Ratings**
1. Achieving Expectations	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Content Knowledge and Expertise	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the	Proficient

Observation Evidence Sheet

1/30/2023 by Cari Clark

Domain: Instruction		
Dimension	**Evidence**	**Ratings**
	counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
3. Communication	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Proficient
4. Differentiation	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and	Accomplished

Observation Evidence Sheet

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Domain: Instruction		
Dimension	**Evidence**	**Ratings**
	engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
5. Monitor and Adjust	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
Domain: Learning Environment		
Dimension	**Evidence**	**Ratings**
1. Classroom Environment, Routines and Procedures	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished
2. Managing Student Behavior	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number	Accomplished

Observation Evidence Sheet

1/30/2023 by Cari Clark

Domain: Learning Environment		
Dimension	**Evidence**	**Ratings**
	of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	
3. Classroom Culture	Special Education Resource Math:Students come in and begin working on their individual Moby Max lessons. Daily agenda is posted on the board. T begins going over st data with them and helps them set a goal on the number of problems they have completed and their grade level growth. T goes student by student and does over their data with them. All other students are working on their chromebook on moby max lessons. There 4 st in the class. T has a great rapport with the students. They are happy and confident in the resource setting. T sets up the Math stations. St play a game with Booket. They are in preset teams. St pick their superhero name. T tells st he's keeping their data for the whole week and putting it on the board. T works with one st individually using counters and jars. They are separating the counter into equal groups. T restates how there were 12 counters and the were equally divided into 3 jars. There were 4 counters in each chart. T works with same st on place value. T reminds st to us scratch paper and provides him with the paper. T works with another st individually using the counters and jars. He gives the st a high five and tells her she's doing division. The st rotate again through the stations. T continues to work with st individually while checking on st on their chromebooks. T reminds st to line up his numbers. St rotate again. All st are on task and engaged in their individual lessons. T shows st 20 divided by 4. St uses counters and jars to find the answer. Time is over. T tells me that this class will be the highest MAP scores because they use their charts.	Accomplished