

# MA DESE - 5. Summative Evaluation Report

Name: Larry Lambert  
School: Minuteman  
Subject: Computer Technology  
Grade: 9

Evaluator: Maryanne Ham  
Date: May 19, 2014 12:23 PM EDT  
Shared: YES

## Supervising Evaluator, if any (Name/Title/Role)

Maryanne Ham, Supervisor of Evaluations

## Assessing

- ☒ Progress toward attaining goals
- ☒ Performance on Standards

## Progress Toward Student Learning Goals

### Student Learning Goals - Progress Rating

- ☐ Exceeded
- ☒ Met
- ☐ Significant Progress
- ☐ Some progress
- ☐ Did not meet

### Student Learning Goals - Rationale, evidence, and feedback

During the 2013-14 school year, in an effort to identify the major causes of this students failing to turn assignments in on time and implement strategies to improve the timeliness with which students submit assignments, students in the PWD CTE area will focus on and reinforce their Executive Functioning Skills.(School Wide Goal) They will be required to complete weekly status reports that will indicate what they have been working on and what they intend to work on next. They will also hold weekly one-one meetings to discuss weekly progress. It is expected that these status reports/meetings will allow the teacher and students to identify and correct the root cause of these assignments which are not turned in on time.

Mr. Lambert aligned his goal with Minuteman's executive functioning school wide goal.

Rational: Based on professional conversations, announced/unannounced observations, and collection of evidence (listed below) Mr. Lambert has made significant progress this student learning goal.

Evidence Collection:

Student Status Report Template  
Student Status Report Samples  
Consolidated Report  
Reflection on Student Learning Goal

Feedback: As stated in Mr. Lambert's analysis of his student learning goal, there were two intents of the status report that he wished to achieve, one was to provide an opportunity to require writing of the students within the curriculum and the second was to improve the rate at which students turned in their assignments. Although improvement was made with an increase of 89% and most students wrote reflections, the true benefit of the status report was the one-one conversations that they precipitated. As a result, Mr. Lambert reinforces his students executive functioning skills through student's tracking their own individual progress and one-one conversations which helped to keep his students focused on their learning and meeting deadlines. This also provided an opportunity for students to voice their concerns and opinions and Mr. Lambert was able to follow up on points stated within their status reports or during the conversations. Mr. Lambert should further reflect on his self-analysis of his student learning goal and provide further strategies for those students consistently not meeting their deadlines so that all his students can be successful. Additionally, Mr. Voges should consider consulting our reading specialist on improving his students reflective writing in the "Comments" text box that will result in higher level reflective writing from his students.

## Progress Toward Professional Practice Goals

## Professional Practice Goals - Progress Rating

- ☐ Exceeded
- ☐ Met
- ☒ Significant Progress
- ☐ Some progress
- ☐ Did not meet

## Professional Practice Goals - Rationale, evidence, and feedback

I will actively seek out other CTE and Academic teachers or teacher teams in order to collaborate on the design and implementation of projects/lessons that connect the Programming and Web Development Frameworks to other Massachusetts Frameworks and Common Core State Standards.

These projects/lessons will include lesson plans that adhere to an approved district lesson plan template with detailed information as to: student learning objectives, state frameworks standards and strands, tasks, assignments, assessments, and student/teacher reflection sheet.

By the end of the 2014 calendar year, I will have identified at least one teacher that teaches content that would be appropriate for incorporation into the Programming and Web Development (PWD) curriculum. I will meet with that teacher to discuss the content and distill it into a format appropriate for presentation within the PWD area. I will also schedule and complete an observation of the content being delivered to the students within the academic setting. The lesson plan will be delivered and the corresponding activities will then be completed by students within Programming and Web Development. In addition to the PWD based activity that will result from this collaboration, it is anticipated that there will be a noticeable difference in the ease with which students in the PWD CTE area grasp the content when it is presented within the academic setting. I also anticipate an improvement in the timeliness with which students will complete their PWD assignments due to the connection that will exist to academic content.

Mr. Lambert aligned his goal with Minuteman's school wide goals professional conversations and integration.

Rational: Based on professional conversations, announced/unannounced observations, and collection of evidence (listed below) Mr. Lambert has met this professional practice goal.

### Evidence Collection:

New integrated activities for PWD Sophomore students, as well as, revisions to physics teachers work to address PWD needs. Communication notes between teachers regarding project.

Reflective summary which includes alignment to standards from both the Common Core and PWD CTE Frameworks and a brief description of lesson.

Mr. Lambert made significant progress towards his PPG by developing and revising student learning materials aligned to this goal that students were able to refer to, however, lesson plans were not completed.

Feedback: As a result, the sophomore students enrolled in PWD will have an opportunity to experience and understand "gear ratios" as well as apply practical programming skills to a real-world project. Mr. Lambert provided an analysis of this learning goal which highlighted the competency alignment between the academic and CTE standards. Mr. Lambert plans to continue and possibly expand this activity next year which could be tied to his professional practice goal. If he chooses to continue this integration work, he should include the development of a lesson plan for each new integrated project as stated in his goal.

## Performance on Each Standard

Evaluator must add comments (rationale, evidence, or feedback) if ratings differ from prior Summative Evaluation.

### I: Curriculum, Planning, & Assessment

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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## I: Curriculum, Planning, & Assessment

Rationale, evidence, and feedback for improvement

Rational: Based on conversations, announced/unannounced observations, and collection of evidence Mr. Lambert has been rated proficient in meeting the following elements and indicators within Standard I: Curriculum, Planning, and Assessment.

I-A-1. Subject Matter Knowledge  
I-A-2. Child and Adolescent Development  
I-A-4. Well-Structured Lessons  
I-B- 1. Variety of Assessment Methods  
I-B-2. Adjustments to Practice  
I-C- 1. Analysis and Conclusions  
I-C-2. Sharing Conclusions With Colleagues  
I-C-3. Sharing Conclusions With Students

Feedback: Mr. Lambert promotes the learning and growth of all students by providing high quality and coherent instruction with authentic and meaningful formative and summative assessments. Through Mr. Lambert's goal work he sought out colleagues to work with him on an integrated "real-life" programming project, he also opened communication with his students that lead to weekly student-teacher conferences where Mr. Lambert was able to uncover misconceptions and quickly reteach when necessary. Both of his goals naturally led to conversations with colleagues, which included academic and CTE teachers, guidance counselors, school psychologists, and special education teachers regarding student projects and individual learning/behavior needs. Mr. Lambert is in year two of teaching at Minuteman and is in his tenth year of teaching. He should continue to develop written curriculum aligned to the Frameworks as he did for his Freshmen Exploratory program.

## II: Teaching All Students

Exemplary	<b>Proficient</b>	Needs Improvement	Unsatisfactory
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## II: Teaching All Students

Rationale, evidence, and feedback for improvement

Rational: Based on conversations, announced/unannounced observations, and collection of evidence Mr. Lambert has been rated proficient on meeting the following elements and indicators within Standard II: Teaching All Students.

II-A-1. Quality of Effort and Work  
II-A-2. Student Engagement  
II-A-3. Meeting Diverse Needs  
II-B-1. Safe Learning Environment  
II-B-2. Collaborative Learning Environment  
II-B-3. Student Motivation  
II-C-1. Respects Differences  
II-C-2. Maintains Respectful Environment  
II-D-1. Clear Expectations  
II-D-2. High Expectations  
II-D-3. Access to Knowledge

Feedback: As a result, Mr. Lambert promotes the learning and growth of all students through instructional practices that establish high expectations, creates a safe collaborative and effective classroom environment that motivates students to take academic risks and one in which students strengths and challenges are respected. Continue to work with colleagues in bringing academic and CTE integrated projects to the PWD students that provide "real-world" experiences that establish high expectations, are motivating and challenging for all types of learners. To allow an opportunity for all students to be successful with these projects, expand upon this work to include curriculum materials that include lesson plans, rubrics, exemplars, and student guides.

## III: Family/Community Engagement

Exemplary	<b>Proficient</b>	Needs Improvement	Unsatisfactory
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### III: Family/Community Engagement

Rationale, evidence, and feedback for improvement

Rational: Based on conversations, announced/unannounced observations, and collection of evidence Mr. Lambert has been rated proficient on meeting the following elements and indicators within Standard III: Family and Community Engagement.

III-A-1. Parent/Family Engagement  
III-B-1. Learning Expectations  
III-B-2. Curriculum Support  
III-C-1. Two-Way Communication

Feedback: Mr. Lambert effectively works with families to provide a variety of strategies and supports for every family to participate which include email and telephone correspondence, blogging, and X2 communications; classroom updates and activities, grades, and progress reports. He reaches out to parents and students for participation on the PWD advisory committee as well as SkillsUSA. As a result of regular communication families feel supported and have an opportunity to participate in their child's learning. Continue your outreach efforts in strengthening your advisory committee.

### IV: Professional Culture

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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### IV: Professional Culture

Rationale, evidence, and feedback for improvement

Rational: Based on conversations, announced/unannounced observations, and collection of evidence Mr. Lambert has been rated proficient on meeting the following elements and indicators within Standard IV: Professional Culture.

IV-A-1. Reflective Practice  
IV-A-2. Goal Setting  
IV-B-1. Professional Learning and Growth  
IV-C-1. Professional Collaboration  
IV-D-1. Decision-making  
IV-F-1. Judgment  
IV-F 2. Reliability and Responsibility

Feedback: Mr. Lambert is a reflective educator who regularly seeks to improve the effectiveness of his lessons and interactions with students to improve student learning and his professional practice; both individually and with colleagues. Mr. Lambert's professional development activities are extensive and include college course work towards a Master's Degree in technology, as well as, towards his CTE certification, participating in Minuteman's mentoring activities, and signing up for the Research for Better Teaching program in the Fall. He contributes to the Minuteman community through his work as a facilitator for the PWD Advisory Committee and PWD adviser for Skills USA. Mr. Lambert has also participated in all five Middle School Outreach Career Fairs this year which include recruiting student presenters, developing a presentation, and presenting the material to over 600 middle school students. It is exciting to know that Mr. Lambert has chosen to continuously improve his students' learning and teaching practice through his Master's work and by enrolling in RBT in the fall. I look forward to observing what Mr. Lambert will bring from these experiences into his classroom and the enriching discussions we will have regarding teaching and learning.

### Overall Performance Rating

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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## Overall Performance Rating

Rationale, evidence, and feedback for improvement

The overall performance rating is determined by the evaluator and is based on an analysis of the educator's evidence collection. This includes conversations and observations of the educators performance against the four standards in the educator rubric as well as the Student Learning Goals and Professional Practice Goals. The performance standards are Curriculum Planning, and Assessment, Teaching All Students, Family and Community Engagement, and Professional Culture. Mr. Lambert's overall performance rating for the 2013-14 school year is proficient.

Mr. Lambert is an knowledgeable, collaborative, reflective educator who willingly accepts suggestions for improving his practice and acts upon them successfully. He embraces this evaluation process from goal writing, reflecting on his students learning and his own practice which is made evident from his thorough and thoughtful collection of evidence. I would like to see Mr. Lambert expand his work toward developing "real-world" challenging integrated programming activities for his sophomores to include curriculum materials; lesson plans, rubrics, exemplars, and student guides.

Shared: 5-30-14

## Plan Moving Forward

- ☐ Self-Directed Growth Plan
- ☐ Directed Growth Plan
- ☐ Improvement Plan
- ☒ Developing Educator Plan

The educator shall have the opportunity to respond in writing to the formative evaluation as per 603 CMR 35.06(5)(c) on the Educator Response Form.

## Signature of Evaluator

*Maryanne Ham* (signed by **Maryanne Ham** on 2014-06-02 07:50)

## Signature of Educator

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

*Larry Lambert* (signed by **Larry Lambert** on 2014-06-09 13:05)