

**FORM F-3**  
**End-of-Year Summative ~ Teacher Self-Assessment/Reflection**  
*(See exemplar as guide.)*

Teacher Name: Ann Structure Date: 5/17/16  
School: Elementary School Grade: 4 Subject: Reading

**Comment [r1]:** Submission date days in advance of conference.

**STUDENT OUTCOMES INDICATORS**

**Student Growth and Development**

**45%**

**SLO:** *(Copy and paste.)*

**SLO:** By June 2016, students will demonstrate improvement in Reading.

**IAGD 1**

**Comment [r2]:** Standardized IAGD

By May 2016, 16/19 of my student will make one year's growth as measured on the Scholastic Reading Inventory/Fountas Pinnell.

By May 2016, 3/19 of my students will make one year's growth as measured on the Fountas/Pinnell with IEP modifications

**IAGD 2**

**Comment [r3]:** Non-standardized IAGD

By May 2016, 16/19 students will increase written response score to higher level questions using text at their level using a grade level designed rubric by at least .5 from Sept. to May.  
By May 2016, 3/19 students will increase verbal response score to open ended questions as measured by a teacher developed rubric by at least .5 from Sept. to May.

**Outcome:**

**Standardized IAGD 1-**

17/19 made one year's growth in reading as measured by the pre and post Fountas/Pinnell assessment. Of those 17 students, 6 made over one year's growth exceeding the original goal. The 3 students that were special education in the classroom that had modifications to the assessments were as follows: one student made one year's growth, one student did not make a year's growth but made a half year's growth and one student did not show growth on these measures but growth was noted on fluency and decoding skills.

**Non-Standardized IAGD 2**

Results on the non-standardized measure indicated that 19/19 students made at least .5 growth on the rubric designed for response to text. Out of the 19 students, 14 made over .5 growth on written responses along with two of the three special education students scoring an increase of 1.0 on their verbal responses.

**Comment [RT4]:** Summarize outcome data. If submitted, complete pre and post-test data would be an attachment to this Form F3.

**Reflection:**

My class this year was a diverse group with 70% at grade level in reading and the other 30% between 1 year and 2 years below level. I quickly decided that I had to further assess my lower group and completed that work in the first 2 weeks of school. After reviewing the data, I began skill groups to focus on decoding of multi-syllabic words and fluency. With the support of the paraprofessional and literacy coach, we continued these groupings throughout the year with ongoing progress monitoring to ensure fidelity of instruction and intervention. Within the 70%, I had 35% of students that were reading above grade level and two students at least two years above. For those students I began differentiated book clubs early and focused on various non-fiction research to increase the rigor of their instruction. It was somewhat complicated as the content of a lot of the text was not appropriate for their age; I found that I had to read text before giving it to them to ensure appropriateness of content. These students would meet with me at least once a week. I would review their reading journals daily and provide feedback for their ongoing work. Rubrics for their individual work were reviewed and students understood the expectations.

To increase student understanding of expectations as documented in my Teacher Performance and Practice Goal, individual goals were developed by each student to increase their literacy outcomes. This was an ongoing focus all year and was successful for many reasons.

**Comment [r5]:** SLO and its IAGDs reflected upon here in brief narrative.

**Whole School Student Learning****5%**

**Goal:** *(Copy and paste school goal.)*

**Increase reading proficiency for every student in the special education student subgroup by one or more achievement levels as measured by the SBA.**

**Reflection:**

This target group proved quite difficult to advance. Through consultation with the Special Education Teacher and Literacy Specialist, a code based program was implemented for all three identified students in the resource room. Generalization to the classroom was made through my ongoing dialogue with the Special Education Teacher. In the classroom, expectations for generalization in text were expected and reinforced by me or the paraprofessional. Ongoing running records were taken and reviewed by our collaborative team. Growth on individual skills for decoding and fluency were noted; however, small growth was noted on the traditional assessments.

**Comment [RT6]:** This reflection pertains to the Whole School Learning strategy and targeted subgroup.

**TEACHER PRACTICE INDICATORS****Performance and Practice****40%**

**Goal:** *(Copy and paste.)*

*Domain 3- Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

*Domain 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies*

**I will implement lessons with increased focus on differentiated instructional activities that incorporate various learning abilities and styles and individual goal conferencing with rubric assessments.**

Reflection:

My initiative in Domain 3b enhanced my ability to engage learners of all levels and modalities. As discussed at our mid-year meeting, my goal was to not only engage learners but have them take ownership of their learning. Following our post meeting from my first informal evaluation, I developed a rubric with my team that I reviewed with my students to ensure their understanding of achievement expectations. Students also had a clear understanding of all assessments and through conferencing set their own goals to reach the next level of achievement. This is a work in progress and at first it appeared overwhelming, but after the students understood the expectations, it became part of the routine. The process was naturally differentiated and as the year progressed, I was able to meet with more students each day to support their independent work. I worked with my team and the Literacy Specialist to review appropriate sequential goals and instructional practice to support students' reading achievement. This is an area where I will continue to seek out professional development. Next year my plan is to have students develop independent goals in other subject areas.

**Comment [r7]:** Reflection on Performance and Practice Goal recorded here.

Reflection on Observation(s):

In each of my three informal observations and in my review of practice, I received positive feedback on the implementation of student goal setting in reading. The Literacy Specialist offered invaluable assistance in smoothing out what started as a rocky process. Positive feedback was also provided on my contributions to my grade level team which met to brainstorm and develop rubrics, strategies, and intervention possibilities throughout the year.

**Comment [r8]:** Reflection on observations recorded here.

## **Parent Feedback**

**10%**

**Goal:** *(Copy and paste school goal.)*

**To develop positive relationships with families that promote student success, I will increase the frequency of communication regarding learning expectations and academic or behavioral performance.**

**Comment [r9]:** Goal was set by administration.

Reflection:

**Action Steps:**

- Updates in the form of newsletters, summaries will be completed on a weekly basis
- YouTube and edu-creation links for description of assignments and concepts
- return all emails/phone calls in a timely manner
- Have a Literacy and Math night during the year to discuss curriculum content
- utilize remind.com to notify parents of events, assignments, projects, etc
- keep website updated

Parent communication was a school focus for the classroom. This involved the school goal of having parents becoming active members in their children's educational program. To accomplish this, I ensured that parents understood the curriculum and were updated on all

**Comment [r10]:** Action Steps from Form F1 recorded here.

classroom events. Parents were invited into the school and classroom throughout the year for various events. A literacy night was presented in the fall and a math night followed in the winter.

**Comment [r11]:** Reflection on Action Step outcome briefly stated here.

**Target Areas for Growth:** *(Identify Domain(s) and Indicator(s) to establish as your focus.)*

Domain 3c. Assessing student learning, providing feedback to students and adjusting instruction.

**My goal next year is to refine my current formative assessments to monitor student outcomes and adjust instructional practice to increase student achievement.**

**Comment [RT12]:** Select next year's performance and practice goal.

As I continue to increase student ownership of learning, it is important that I align assessments to the student outcomes and expectations. As stated above, this was ongoing throughout the year and more work is needed to ensure efficacy of programming and instruction.

I need to increase my proficiency in designing formative assessments that address all levels of learners and can be used as a means for students to use in their next step goal-setting.

**SIGNATURE**

**Teacher:** Ann Structure

**Date:** 5/25/16

**Comment [RT13]:** Form submitted in advance of 5/25/16 conference.