

POMONA UNIFIED SCHOOL DISTRICT PROCESS OBJECTIVES 2003-2004

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Site Pueblo/VERC

<p>Progress of pupils toward standards of expected student achievement:</p> <p>1) I will use the results of student data such as SAT/CAT/STAR, CELDT, and/or DWA to inform instruction in reading, math, and ELD</p>	<p align="center">Evidence:</p> <ul style="list-style-type: none"> -Analyze student data to inform standards based instruction. -Re-adjust lesson plans to adequately address learner needs. - Unwrap the standard, skill, or concept being taught. -Differentiate amount or difficulty of assignments.
<p align="center">Instructional technique and strategies:</p> <p>2) I will use multiple strategies that support subject matter learning for observations second language learners (SDAIE, ELD, KWL, Language Experiences, Story Mapping, Into English, and DOL).</p>	<p align="center">Evidence:</p> <ul style="list-style-type: none"> -Classroom -Adapted materials, guided reading, journals, teacher created worksheets, math games, and 4 block activities. -VAKT strategies -Hands-on activities -Use of realia, charts, and graphic organizers. -SDAIE & ELD - Use Equity cards/sticks -Use of computers, Smartboards, Alpha Smarts, and overheads. - Use of Bloom's Taxonomy to guide Instruction.
<p align="center">Adherence to curricular objectives:</p> <p>3) Modify instructional plans to adjust for student needs.</p>	<p align="center">Evidence:</p> <ul style="list-style-type: none"> -Informal./formal assessments. -Staff/GL meetings -Lesson planning

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	<ul style="list-style-type: none"> -Use of VAKT -VERC collaboration meetings
<p align="center">Maintaining a suitable learning environment:</p> <p>4) I will establish and consistently maintain standards for behavior that reflect my students' development and personal needs.</p>	<p align="center">Evidence:</p> <ul style="list-style-type: none"> -Dialogue with students -Parent communication -Student involvement in maintaining class norms. -Posted class rules and consequences. -Behavior contracts. -Use of incentives
<p>Performance of those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the District:</p> <p>5) I will engage in thoughtful dialogue and reflection with colleagues to solve teaching related problems</p> <p align="center">-</p> <p>I will attend Back-to-School night, Open House, and Report Card conferences, and /or other non-instructional duties as appropriate.</p>	<p align="center">Evidence:</p> <ul style="list-style-type: none"> -Staff/G.L. meeting -District buy back days -STPT -VERC collaboration -Data team meetings -Workshop/in-service attendance -Staff development

Comments/Feedback

Progress of pupils toward standards of expected student achievement

Instructional technique and strategies

Adherence to curricular objectives

Maintaining a suitable learning environment

Performance of non-instructional duties and responsibilities

NOTE: This section is required for all probationary and second-year temporary teachers as part of the new Teacher Tenure Support Program. Attach an improvement plan if deficiencies exist, and mail a copy of these documents to Richard Martinez, Administrative Director, Personnel Services, Education Center, no later than November 15, 2003. Retain originals at the site.

SUMMARY OF EVALUATOR'S EXPECTATIONS RELATED TO PROCESS OBJECTIVES AND CLASSROOM OBSERVATIONS TO DATE:

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- revise and resubmit *Date* _____ *Evaluator* _____ *Evaluatee* _____
- approved *Date* _____ *Evaluator* _____ *Evaluatee* _____