Name:	Lorenzen, Tina (24005)	Appraisal Year:	2013
Appraiser:	Alford, Lisa	Date Submitted:	9/11/2013(Revised 3/16/2014)
Campus:	FSES	Assignment/Grade:	4

PROFESSIONAL DEVELOPMENT AND SUPPORT
TEACHER SELF-REPORT FORM
Contributions to The Improvement of Academic Performance
of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):
(1)   *Based upon the nature of the teacher assignment, TEKS objectives may vary in content and level of difficulty.*
(2)   *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
(3)   *Depending upon the classroom context, objectives may be identified for:*
        a.   *A subset of the TEKS objectives.*
        b.   *A subset of the classes assigned to the teacher.*
        c.   *A subset of the teacher's students.*
(4)   *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

Section I*

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the anual summative conference.

1.   Which academic skills (TEKS objectives) do you directly teach or reinforce in your classes?

Science, Grade 4, :
4.1(A), 4.1(B), 4.2(A), 4.2(B), 4.2(C), 4.2(D), 4.2(E), 4.2(F), 4.3(A), 4.3(B), 4.3(C), 4.3(D), 4.4(A), 4.4(B), 4.5(A), 4.5(B), 4.5(C), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.7(A), 4.7(B), 4.7(C), 4.8(A), 4.8(B), 4.8(C), 4.9(A), 4.9(B), 4.10(A), 4.10(B), 4.10(C)

Social Studies, Grade 4,:
4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.2(A), 4.2(B), 4.2(C), 4.2(D), 4.2(E), 4.3(A), 4.3(B), 4.3(C), 4.3(D), 4.3(E), 4.4(A), 4.4(B), 4.4(C), 4.4(D), 4.5(A), 4.5(B), 4.5(C), 4.6(A), 4.6(B), 4.7(A), 4.7(B), 4.7(C), 4.8(A), 4.8(B), 4.8(C), 4.9(A), 4.9(B), 4.9(C), 4.10(A), 4.10(B), 4.11(A), 4.11(B), 4.11(C), 4.12(A), 4.12(B), 4.12(C), 4.12(D), 4.12(E), 4.12(F), 4.13(A), 4.13(B), 4.13(C), 4.14(A), 4.14(B), 4.15(A), 4.15(B), 4.15(C), 4.16(A), 4.16(B), 4.16(C), 4.16(D), 4.17(A), 4.17(B), 4.17(C), 4.17(D), 4.17(E), 4.18(A), 4.18(B), 4.19(A), 4.19(B), 4.19(C), 4.20(A), 4.20(B), 4.20(C), 4.21(A), 4.21(B), 4.21(C), 4.21(D), 4.21(E), 4.22(A), 4.22(B), 4.22(C), 4.22(D), 4.22(E), 4.23(A), 4.23(B)

Grade 4, MATH Adopted 2012:
4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.1(E), 4.1(F), 4.1(G), 4.2(A), 4.2(B), 4.2(C), 4.2(D), 4.2(E), 4.2(F), 4.2(G), 4.2(H), 4.3(A), 4.3(B), 4.3(C), 4.3(D), 4.3(E), 4.3(F), 4.3(G), 4.4(A), 4.4(B), 4.4(C), 4.4(D), 4.4(E), 4.4(F), 4.4(G), 4.4(H), 4.5(A), 4.5(B), 4.5(C), 4.5(D), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.7(A), 4.7(B), 4.7(C), 4.7(D), 4.7(E), 4.8(A), 4.8(B), 4.8(C), 4.9(A), 4.9(B), 4.10(A), 4.10(B), 4.10(C), 4.10(D), 4.10(E)

English Language Arts and Reading, Grade 4,:
4.1, 4.1(A), 4.2, 4.2(A), 4.2(B), 4.2(C), 4.2(D), 4.2(E), 4.3, 4.3(A), 4.3(B), 4.4, 4.4(A), 4.5, 4.5(A), 4.6, 4.6(A), 4.6(B), 4.6(C), 4.7, 4.7(A), 4.8, 4.8(A), 4.9, 4.9(A), 4.10, 4.10(A), 4.11, 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.12, 4.12(A), 4.13, 4.13(A), 4.13(B), 4.14, 4.14(A), 4.14(B), 4.14(C), 4.15, 4.15(A), 4.15(B), 4.15(C), 4.15(D), 4.15(E), 4.16, 4.16(A), 4.16(B), 4.17, 4.17(A), 4.18, 4.18(A), 4.18(Ai), 4.18(Aii), 4.18(Aiii), 4.18(B), 4.18(C), 4.19, 4.19(A), 4.20, 4.20(A), 4.20(Ai), 4.20(Aii), 4.20(Aiii), 4.20(Aiv), 4.20(Av), 4.20(Avi), 4.20(Avii), 4.20(Aviii), 4.20(B), 4.20(C), 4.21, 4.21(A), 4.21(B), 4.21(Bi), 4.21(Bii), 4.21(Biii), 4.21(C), 4.21(Ci), 4.21(Cii), 4.22, 4.22(A), 4.22(Ai), 4.22(Aii), 4.22(Aiii), 4.22(Aiv), 4.22(Av), 4.22(B), 4.22(C), 4.22(D), 4.23, 4.23(A), 4.23(B), 4.24, 4.24(A), 4.24(Ai), 4.24(Aii), 4.24(Aiii), 4.24(B), 4.24(C), 4.24(D), 4.24(E), 4.25, 4.25(A), 4.26, 4.26(A), 4.27, 4.27(A), 4.27(B), 4.28, 4.28(A), 4.29, 4.29(A), 4.F19(A), 4.F19(B), 4.F19(C), 4.F19(D), 4.F19(E), 4.F19(F)
Emphasis will be placed on Figure 19 SEs

Health Education, Grade 4:
4.1(B), 4.1(F), 4.4(B), 4.4(C), 4.5(A), 4.5(B), 4.5(C), 4.5(D), 4.7(A), 4.8(A), 4.9(C), 4.9(D), 4.9(E), 4.9(F), 4.9(H), 4.10(A), 4.10(B), 4.10(C), 4.11(A), 4.11(B), 4.11(C), 4.11(D), 4.11(E)

Technology Applications, Grades 3-5, Beginning with School Year 2012-2013:
3-5.1(A), 3-5.2(A), 3-5.2(B), 3-5.2(C), 3-5.2(D), 3-5.2(F), 3-5.3(C), 3-5.3(D), 3-5.4(B), 3-5.5(A), 3-5.5(B), 3-5.5(C), 3-5.5(D), 3-5.5(E), 3-5.5(F), 3-5.5(G), 3-5.6(A)

OTHER OBJECTIVES

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What processes do you use to assess the needs of your students with regard to academic skills (TEKS objectives)?

	Check all that apply
Disaggregated TEKS assessment data	✔
Curriculum-correlated assessment materials	✔
Teacher-designed assessment process/materials	✔
Diagnostic observations	✔
Other standardized test results	✔
Cumulative classroom performance data	✔
Other (describe)	

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Section II*

The data requested in Section II and III must be provided to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.

3. Describe a specific instructional adjustment (e.g., materials, sequencing, etc.), which you have made based on the needs assessment of your students.

    This is an example of how I use formal and informal preassessments to target and differentiate instruction.

    As we were approaching our short unit on Time and Temperature, I had already observed that some students in the class struggle greatly with telling time. This was of particular concern because elapsed time has been one of the most difficult concepts to master in past years. I checked the destination sign-out log for corroborating data, and prepared and administered a brief pretest. The pretest included reading analogue clocks to the hour, half hour, quarters and 5 minute intervals. The pretest also included elapsed time and thermometer word problems. Using the observations and data, I formed groups of students needing common assistance. These were not just high, medium, low groups based on the scores, but actual "skill-based" groups. Students who were unable to read clocks had small group instruction for this foundational skill BEFORE we did lessons on elapsed time, while students who already mastered reading analogue clocks participated in Extend and Deliver activities. Students who were able to read clocks to the hour and half hour but demonstrated difficulty with 5 minute intervals were in a different group focused on fine tuning their understanding of the movements of the hands.

    As we began new whole class lessons for Elapsed Time, I continued to meet with small groups during Teacher Table at Math Stations time to further build their time telling foundational skills. Game and computer options during stations were leveled as well to take students from the level they were at to the next level of understanding. We used just one "tried and true" algorithm called timelining and I insisted that students showed their number line for every problem.

    I am happy to report that my class demonstrated mastery of elapsed time on Math DCA 2 as evidenced by 95% of them getting the first elapsed time problem correct and 86% of them getting the other elapsed time problem correct. This was a huge accomplishment since 5 of my students (24% of my class) are serviced by our IST for Math pullout by meeting "at risk" criteria for math.

4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills.

    I believe using data to inform instruction is one of my greatest areas of strength. I consistently delve into the data from DCAs, benchmarks, state assessments and my own assessments, and have shared how to make good use of the data available in Aware with my fourth grade colleagues.

    As an educator, I am constantly assessing, both formally and informally. I dipstick daily (white boards, hand signals, quick checks, writing conferences, listening to readers) and students have opportunities to self rate how they are performing. For projects and assignments, I communicate the expectations and how the work will be assessed ahead of time. I frequently use checklists and rubrics. The class even helps develop some of the rubrics for projects. For immediate feedback, some assignments are self checked at the three Self Check locations around the room. Students self correct many assignments like multiplication timed tests, spelling pretests, and STAAR practice passages and problems. The broad range of interactive practice websites we use (see class website for links) also offer immediate

feedback. The other work which I collect and grade is always graded in a timely fashion, so weak areas can quickly be addressed with the class, in small groups and one-on-one. We also celebrate what we are doing well.

For formal assessments like the DCAs and benchmarks, we go through the errors together and students identify which objectives they have and have not shown mastery of. Students take part in one-on-one writing conferences and used the Plus/Delta format to document what they take away from each conference. Students input weekly data into their data folders, which keeps them more readily informed and holds them more accountable for their learning. They have set goals with "Action Steps" to choose meaningful steps to take to work on improving. We also set goals and action plans as a class and use a variety of Quality Tools.

5. Describe how you assisted your students who were experiencing serious attendance problems.

I have done a number of things to tackle the tardiness/attendance issues this year. I have had conferences and phone calls with parents to emphasize the importance of attending school and arriving on time. I have had one-on-one conferences with students to go over their attendance records, missing work and natural consequences of not being at (or on time for) school. I consistently send home all the work that was missed when students were absent (or even tardy) so students do not associate being out with getting out of working. I communicate closely with office staff and administrators when I have concerns or information regarding attendance issues. I frequently remind students about the school initiatives such as Tardy Party and Present Present and have had Data Field Trips to the front lobby to help students see the correlation between hight attendance and strong grades.

A less direct but equally powerful way I work on boosting attendance it to make each day fun and engaging. I believe that overall the students want to be at school in our class. The fun, respectful, flexible working climate we've created together draws them in.

6. Describe your approach in working with students who were failing or in danger of failing.

I began recording anecdotal notes the first days of school. I observed students' work habits, strengths and weaknesses, as well as learning and presentation preferences. I used school/district assessments as well as my own. Being intentionally observant and getting to know the students well at the beginning of the year helped me identify the students most in danger of failing and those "bubble kids" who have areas they need to reinforce. I've also worked to build a strong rapport with each student so they know I am pulling for them and will not give up on them.

This year I have utilized the SIT process, collecting documentation of my concerns, data, and attempted interventions in the classroom. I am taking all the steps necessary to move 2 of my students towards Special Ed. testing. For the most severely struggling math students, I have administered 2nd grade end of the year math assessments to identify the foundational holes. I have involved parents with frequent conferences, phone calls, emails and check-ins, as well as writing personalized information about missing work, conduct and any work under 70% on the weekly Ms. L's News Notes I send home on the back of the Fourth Grade Newsletter in the Tuesday folder. I have coordinated and communicated regularly with the IST, GT, At Risk Counselor (for Tier 3 student), Dyslexia and ESL staff to find best ways to help struggling students.

In the classroom, I use frequent assessing to identify areas of difficulty for small group and one-on-one remediation and to identify areas of strength to build upon. I work to build their confidence as we celebrate growth and successes. My struggling students receive much small group and even one-on-one remediation in the classroom. I have established smooth, efficient station/center routines which allow me to meet with small groups for reteaching while the rest of the students work on meaningful practice and extensions. I ensure that they routinely get their scheduled computer time for Success Maker/iStation and have coordinated with parents to get students onto interventions before school so they miss less direct instructional time, including arrangements for students who do not qualify as "at risk" to work on the library

computers in the morning. I have done lessons about all learners having different strengths, challenges and needs and that "fair is not equal" which has gone a long way in them feeling okay about getting different instruction and tools than others. I use a very eclectic approach, incorporating multi-sensory learning (hand signals, songs, rhymes, movement, hands-on, visual models and virtual manipulatives) to reach their different learning styles and strengths.

        I will just never give up on any of my students and will work tirelessly to help identify what is at the heart of their struggles and what works best for each learner. I also continue to work with and communicate with their parents, no matter how challenging the situation.

Section III**

7. List or describe, in the space provided below, your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: inservice, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities.

-Unofficially mentored our new 4th grade teachers-checking in frequently, coached about use of data and resources
-Team Leading fourth grade through many challenges and transitions this year
-Lead Lead4Ward Data day for fourth grade team in October 2013
-continue to serve on the CIT
-Read Eric Jensen's "Engaging Students with Poverty in Mind" and participated in book study sessions and implemented strategies, read VESTED manual and reread Thinking Maps manual
- As you can see from the list of training below, I've put much additional time into attending district Technology trainings, through the 2 full days of summer technology sessions at KDLP, multiple Safari Montage Live Techno Tuesday sessions, and attended the EdmodoCon (full day online Edmodo conference). I have used what I've learned to transition to using Edmodo instead of my district website for parent communication and online learning opportunities.

(Will be attending Abydos International Writing 4 dates in May and 2 weeks in June 2014 - 12 days total)
Empowering Writer's Expository, March 27, 2014
TELPAS recallibration, February 2014
Pre - K to 4th CIT Planning (Team Members Only), February 18, 2014
VESTED Speak Day (Elementary: Friendship & Heritage), January 27, 2014
Eric Jensen Book Study Second Session, January 22, 2014
Friendship Elementary Faculty Meeting, January 9, 2014
Friendship Elementary Faculty Meeting, December 12, 2013
Eric Jensen Book Study first session, December 11, 2013
Pre-K - 6 Promethean Software Techno Tuesday Webinar-SML, December 3, 2013
Friendship Elementary - Telpas Training, November 8, 2013
Friendship Elementary - Telpas Training, November 7, 2013
Reading Comprehension Tool Kit , November 4, 2013
Pre-K - 6 LanSchool Techno Tuesday Webinar-SML, October 22, 2013
Pre-K - 6 Google Tips Techno Tuesday Webinar-SML, October 8, 2013
CIT Pre - K to 4th CIT Planning (Team Members Only), October 8, 2013
Pre-K - 6 Advanced Edmodo Techno Tuesday Webinar-SML, September 17, 2013
STAAR 3DX: Assessment, Accountability and Action, September 10, 2013
K-6 Teacher Access Center Gradebook Techno Tuesday Webinar-SML, September 3, 2013
Friendship Elementary VESTED Sheltered Instruction Training (Part 2), August 26, 2013
Friendship Elementary VESTED Sheltered Instruction Training Part 1, August 20, 2013
Friendship Elementary New Gradebook Training, August 19, 2013
Friendship Elementary Staff Development, August 19, 2013
Edmodocon 2013, August 7, 2013
Edmodo and Google Drive Training, July 30, 2013
Laptop Deployment Digital Citizenship Week 3, July 29, 2013
Laptop Deployment EDMODO Week 3, July 29, 2013
Summer Teaching Institute: Romare Bearden, July 25 & 26, 2013
HAZCOM- ESC 11 Science Safety Training for Elem., July 19, 2013
PDAS Refresher, July 18, 2013
 Session 4: Digital Citizenship Experience the reality of the digital classroom(Day 2/Repeated Session), June 20, 2013
 Session 3: Speak and Tweet-Twitter and QR Codes (Day 2/Repeated Session), June 20,

2013
 Session 2:Transforming your teaching to the 21st Century-My Lessons (Day 2/Repeated Session), June 20, 2013
 Session 1: Speaking their language (Day 2/Overflow Session - K-4 teachers), June 20, 2013
 Session 4: Extend your classroom beyond the four walls (Day 1/Overflow Session - K-4 teachers), June 19, 2013
 Session 3: Deliver your instruction Digitally (Day 1/Repeated Session), June 19, 2013
Session 2: View the Vision of KDLP- Creation Station and Playlists (Day 1/Repeated Session) Drama Room, June 19, 2013
Session 1: Experience the tools in your KDLP toolbox (Day 1/Repeated Session), June 19, 2013
Math-Rigorous Problem Solving for Grades 4 and 5, June 18, 2013
CIT: Learning, Revision, and Planning Day 2 (Charger and Panther Elementary Schools Only), June 10, 2013

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning of students?

   Overall, the various professional development opportunites I've taken part in have positively impacted student learning by increasing the level of engagement and background knowledge to scaffold for new learning. The trainings have also helped me use data to more effectively target and focus instructional choices. The use of new technology has enhanced parent communication and student interest. Students are benefitting from the many VESTED lessons my team and I have developed, brain-based research supported activities (such as physical activitiy brain breaks, memory exercises, and vocabulary development from Jensen's book) and the use of new technology tools (Edmodo, iPads, laptops, digital citizenship lessons).

   I think my students have always felt that I respect and involve them, but further incorporating the tools from CIT has broadened the ways I can do this.   Students are willing to work hard for me because they know I value their opinions. They are also learning to set goals and that it takes work to achieve goals. Their goals are based on reflections of the data they've recorded in their data folders.

   Thinking Maps have provided a common language and ways for my students to be more organized and purposeful and think more deeply. They are now using them on their own! Their writing is much more organized, sequential and reflective.

9. Be prepared to discuss three areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.

   *Focus on best practices for meeting needs of our school's population (including VESTED approach for "leveling the playing field" and application of even more strategies from the Jensen book)
   *Thinking Maps- continue to broaden use across the curriculum and bring thinking to higher levels with more use of Frames of Reference
   *Hopeful that we'll be able to try the departmentalized model- use this opportunity to share and explore best practices for teaching mathematics