

**LEGENDS - SUMMATIVE LICENSED STAFF EVALUATION**

**Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>1.1 Demonstrates an understanding of how children/adolescents learn and develop.</b>	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>1.2 Designs and implements developmentally appropriate instruction.</b>	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

<b>Standard 1 - Learner Development: Overall Rating</b>	Developing Proficiency Toward Standard
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**Standard 1 - Comments:**

Ms. Nogel is still developing her teaching to allow for differentiation so that all of her students are receiving developmentally appropriate instruction. This is quite a challenge considering the variety of skills our teen parent students bring to the classroom. Ms. Nogel understands this and I have seen growth in this area and expect to see further growth as she gains further experience.

**Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
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<b>2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.</b>	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
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	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>2.2 Incorporates tools of language development into planning and instruction to support development of academic language proficiency.</b>	Does not use strategies and tools to support student development of academic language proficiency.	While not always effective, attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Cultivates student independence in the development of academic language.

**Standard 2 - Learning Differences: Overall Rating** Proficient Relative to Standard

**Standard 2 - Comments:**

As a science teacher, Ms. Nogel is providing support and deliberate instruction for introducing the academic language that is required in her content area.

**Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.</b>	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement

		in learning for all students.
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	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.</b>	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.</b>	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

<b>Standard 3 - Learning Environments: Overall Rating</b>	Proficient Relative to Standard
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**Standard 3 - Comments:**

Ms. Nogel has created a respectful and positive learning environment for her students. On occasion, students are off task or take "bird walks" not related to the learning objective.

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.</b>	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>4.2 Integrates culturally relevant content to build on learner's background knowledge.</b>	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>4.3 Engages students in learning experiences in the discipline(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.</b>	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.

<b>Standard 4 - Content Knowledge: Overall Rating</b>	Proficient Relative to Standard
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**Standard 4 - Comments:**

As a practicing scientist prior to becoming a teacher, Ms.Nogel has gained an immense amount of knowledge in her content area and applies that knowledge to the classroom.

**Standard 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</b>	Does not design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</b>	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

<b>Standard 5 - Application of Content: Overall Rating</b>	Proficient Relative to Standard
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**Standard 5 - Comments:**

Ms. Nogel continues to seek ways to apply her extensive content knowledge to create learning opportunities that connect the classroom to real worls experiences.

**Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
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<p><b>6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.</b></p>	<p>Assessments are not aligned with learning objectives and/or do not enable students to demonstrate their learning.</p>	<p>Constructs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.</p>	<p>Constructs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.</p>	<p>Constructs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.</p>
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	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<p><b>6.2 Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.</b></p>	<p>Uses assessment solely as a means to determine a grade and/or neither examines assessment data independently nor with colleagues to inform instructional decisions.</p>	<p>Documents, analyzes and interprets limited student assessment data independently and with colleagues, and/or assessment data is sometimes used to identify student learning needs.</p>	<p>Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.</p>	<p>Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.</p>

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<p><b>6.3 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.</b></p>	<p>Performance standards are not provided to students. Rarely provides models or guidance for student to improve the quality of their work.</p>	<p>Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.</p>	<p>Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.</p>	<p>Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.</p>

<b>Standard 6 - Assessment: Overall Rating</b>	Proficient Relative to Standard
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**Standard 6 - Comments:**

**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>7.1 Designs learning experiences aligned to curriculum standards and student needs.</b>	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>7.2 Evaluates and adjusts plans based on student outcomes.</b>	Does not evaluate or customize instructional plans based upon student outcomes.	Sometimes customizes instructional plans based upon assessment data. Sometimes responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Customizes instructional plans based upon ongoing assessment data. Responds to student outcomes by tailoring instruction and strategies to assessed student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet</b>	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of	Collaborates with colleagues and/or specialists to design instruction that	Anticipates unique student needs and collaborates with colleagues and/or specialists

<i>unique learning needs.</i>	instruction to address unique learning needs.	addresses unique learning needs.	to proactively address them.
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**Standard 7 - Planning for Instruction: Overall Rating** Proficient Relative to Standard

**Standard 7 - Comments:**

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)</b>	Utilizes only a teacher-directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>8.2 The teacher understands how content and skill development can be supported by media and technology, and knows how to evaluate these resources for quality, accuracy, and effectiveness.</b>	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>8.3 Uses a variety of instructional strategies to support and expand</b>	Rarely uses instructional strategies which provide opportunities for	Sometimes uses instructional strategies which provide opportunities for	Uses instructional strategies which provide regular opportunities for students to	Uses instructional strategies to create an interactive environment where students

<i>learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</i>	students to communicate.	students to communicate. May not allow for a variety of methods for communicating to various audiences.	develop and use a variety of methods for communicating to various audiences.	independently select and use a variety of communication modes.
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	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<i>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</i>	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the-moment analysis of student understanding, to stimulate discussion and move students forward in their learning.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<i>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</i>	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

**Standard 8 - Instructional Strategies: Overall Rating** Proficient Relative to Standard

**Standard 8 - Comments:**

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals,

and the community),  
and adapts practice to meet the needs of each learner.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>9.2 Uses multiple sources of evidence (e.g., student growth data, selfreflection tools, classroom observations) to self-assess professional practice.</b>	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>9.3 Demonstrates knowledge of legal and ethical rights and responsibilities.</b>	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

<b>Standard 9 - Professional Learning and Ethical Practice: Overall Rating</b>	Proficient Relative to Standard
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**Standard 9 - Comments:**

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

[Click here for Guiding Questions and Evidence related to this Standard.](#)

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>10.1 Takes an active role on the instructional team.</b>	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>10.2 Works collaboratively with students and families to support learner development and achievement.</b>	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.

	<i>Does Not Meet Standard</i>	<i>Developing Proficiency Toward Standard</i>	<i>Proficient Relative to Standard</i>	<i>Exceeds Standard</i>
<b>10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.</b>	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

**Standard 10 - Leadership and Collaboration: Overall Rating** Proficient Relative to Standard

**Standard 10 - Comments:**

Ms. Nogel has been an active voice within the Teen Parent Program. She regularly contributes and collaborates with colleagues to improve instruction and provide supports for her students.

**Supervisor's Recommendation:**

Continuation of Employment

*Please Note:* If recommendation is "Other", please provide additional explanation in the summative comments box below.

**Will this staff member be placed on Supervisor-Directed Professional Growth Goals?** No

**Will this staff member be placed on a Program of Assistance for Improvement (POAI)?** No

**Summative Comments:**

Ms. Nogel has done great work as a first year teacher. She is willing to try new things and is creative in the manner she plans and delivers instruction. She has confidently become an active member of the Teen Parent Team. I look forward to continue working with her as she grows as an educator.

*Attached Workflow*

Electronic Signatures

*Current Status*

Approved

*Workflow Steps*

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|---|---|-------------------|
| 1 | Signed by AGNES NOGAL on 02/26/2013 at 6:29 PM<br><b>Signature:</b> Agnes Nogal           | TCHR BIOLOGY      |
| 2 | Signed by PATRICK SCHRADER on 03/04/2013 at 0:22 PM<br><b>Signature:</b> Patrick Schrader | ASST PRINCIPAL HS |