



2017 Teacher Summative Performance Report

User Information

Name: Justin R Birckbichler Building: Brent Elementary Grade: None Assigned Administrator: Fitzgerald, Brian M Submitted By: Fitzgerald, Brian M Acknowledged By: Birckbichler, Justin R Finalized By: Fitzgerald, Brian M	Title: Elementary Departments: General Education, K-5 Evaluation Type: Teacher - PY1 Evaluation Cycle: 08/01/2016 - 07/01/2017 Date Submitted: 06/09/2017 6:24 pm EDT Date Acknowledged: 06/09/2017 6:28 pm EDT Date Finalized : 06/12/2017 5:28 pm EDT
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Documentation Reviewed:

- Documentation Log
- Goal Setting Form(s)
- Observator Form(s)
- Other* (*specify below*)

*Other documentation reviewed: Formal and informal observations, walkthroughs, grade level meetings.

Performance Standard 1: Professional Knowledge

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>The expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	<p>In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</p>	<p>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>	<p>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental need of students.</p>
<p>Comments: As a first year teacher in fourth grade at MBES, Mr. B demonstrated a solid understanding of the grade level content, curriculum and the developmental needs of his students. Mr. B definitely has the potential to lead a team. I look for him to pursue this opportunity as he transitions to Spotsylvania next school year.</p>				
Rubric Score: 3/4				

Performance Standard 2: Instructional Planning

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>The expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	<p>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</p>	<p>The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</p>	<p>The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</p>	<p>The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.</p>
<p>Comments: Mr. B used a high degree of purposeful technology integration. By utilizing 1:1 Chromebooks, each student could be assigned a specific task based on their need. His class used the math program IXL frequently, which provides instant feedback and additional targeted instruction based on question. As much as possible, Mr. B made it a point to develop relevance in the tasks and tried to provide a real life example of how this would occur in life. It was clearly evident that Mr. Birckbichler was well planned as his lessons had a coherent flow and students were continually engaged.</p>				
Rubric Score: 3/4				

Performance Standard 3: Instructional Delivery

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>Effective is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	<p>In addition to meeting the standard, the</p>	<p>The teacher effectively engages students in</p>	<p>The teacher inconsistently uses</p>	<p>The teacher's instruction inadequately</p>

teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.

learning by using a variety of instructional strategies in order to meet individual learning needs.

instructional strategies that meet individual learning needs.

addresses students' learning needs.

Comments:

Mr. Birckbichler's students were put into flexible grouping arrangements in reading and language arts. In tandem with the following response, he targeted instruction on that particular groups need which was especially critical at the end of the year in preparation for SOLs. His students took released item sets for the purpose of regrouping the students. Each day, he met with a group of students who needed to work on that particular set of skills. Students were also placed in similarly leveled ability groups, based on various diagnostic assessments for collaborative working groups.

While they met with Mr. B, he would differentiate instruction to that particular groups, whether it was varying the pace of instruction, the rigor, or even introducing a skill beyond the requirements of the SOLs. This ensured that all students were either working toward meeting the SOLs or continually achieving at their own personal level.

Rubric Score: 3/4

Performance Standard 4: Assessment of and for Student Learning

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>Effective is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<p>Comments: Mr. Birckbichler used formative and summative assessments for the basis of grouping students for both introducing instruction and remediating missed questions. He gave his students an assessment and analyze their results. Most math assessments were taken through PowerSchool, so he could look at their results on there. If a problem was reported as incorrect, he looked at their written work for where the errors were. He then would take notes on this and try to group students into similar groups. Mr. B also would assign students individualized work based on these errors. Formative assessments helped to guide his instruction in the moment, while summative helped him to plan for the future.</p>				

Rubric Score: 3/4

Performance Standard 5: Learning Environment

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>Effective is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students selfmonitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<p>Comments: Mr. Birckbichler created a learning environment in which students felt safe and secure, while also allowing for numerous movement opportunities, including the use of flexible seating, movement breaks, physical activity based review games, and more. This allowed student to maximize instructional time, while minimizing disruptions to the learning environment. He noted that without relationships, learning cannot occur. Additionally, if students are not allowed to release extra energy they cannot focus on their work, and as a result will not be able to learn.</p>				

Rubric Score: 3/4

Performance Standard 6: Professionalism

Level of performance:	Exemplary <i>In addition to meeting the standard</i>	Effective <i>Effective is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
	In addition to meeting the standard, the teacher continually engages in high level personal/professional	The teacher maintains a commitment to professional ethics, communicates effectively, and takes	The teacher inconsistently practices or attends professional growth opportunities with occasional	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school

growth and application of skills, and contributes to the development of others and the well-being of the school.

responsibility for and participates in professional growth that results in enhanced student learning.

application in the classroom.

policy, and rarely takes advantage of professional growth opportunities.

Comments:

Mr. Birckbichler maintained a high level of professionalism as observed in team meetings, team blocks, staff meetings, professional development activities and other informal observations.

Rubric Score: 3/4

Performance Standard 7: Student Academic Progress

Level of performance:

Exemplary

In addition to meeting the standard

Effective

The expected level of performance

Developing/Needs Improvement

Unacceptable

In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.

The work of the teacher does not achieve acceptable student academic progress.

Comments:

Mr. Birckbichler noted that all his students met goal of attaining at least 70% proficiency in 2 digit by 2 digit multiplication.

Rubric Score: 12/16

Evaluation Summary

- **Recommended for continued employment.**

Commendations:

Mr. Birckbichler had a school year that would best be characterized as one he will never forget. Through the trials and tribulations of his health related absences he maintained a strong connection with his students and was able to return and end the year very successfully.

I wish Justin the very best in his future endeavors as he moves to Spotsylvania County next school year.

Areas noted for improvement:

Teacher improvement goals:

Overall Evaluation Summary Rating

Effective

Click **SUBMIT** to save the form.